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ABSTRACT

This report was prepared to provide information on school evaluation practices to the education community and the general public. It is intended to assist individuals in selecting school evaluation models that assess the dimensions and components of a school that are considered most relevant and most related to school improvement. Work on the report itself was preceded by an intensive search for extant school evaluation models from various sources. In all, 51 models were received from national organizations, school districts, state departments of education, and various agencies with an interest in evaluation. Using these models, research associates developed profiles based on key characteristics, and models were then classified into the typology/evaluation matrices that are presented in this report. After the user identifies the appropriate matrix, types, purposes, processes, and levels, focus characteristics are used to find models with the components the user needs. A final step is obtaining detailed descriptions that can be adopted or adapted for the user's purposes. Four charts summarize model characteristics. Four appendixes give profiles of national, regional, state, and local education agency models. (Contains 6 references.) (SLD)

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CONSUMER REPORT ON SCHOOL EVALUATION MODELS

Arnold M. Gallegos, Editor

Richard Benjamin, Carl Candoli, Gary Wegenke
Contributing Consultants

February 1993

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and Teacher Evaluation
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Any effort as comprehensive and complex as the one undertaken to produce this consumer report would have been impossible without the cooperation of many individuals. First and foremost it would not have been possible without the willingness of dozens of individuals in key positions in the various state departments of education, national and regional associations/organizations (both public and private), and local education agencies. These were the individuals who were willing to send us school evaluation models developed by their associations, organizations, or agencies for review and evaluation. Their cooperation was indispensable to the conduct of this project, and we thank them.

Once the models and their accompanying materials were in hand, the work became one of organizing this information so that it could be analyzed by the researchers. This work, carried out by graduate research associates, was directed and conducted very effectively by Judy D'Arcangelis, with assistance in the early stages from John Pearl. Both merit our sincerest thanks and congratulations for a job well done.

My heartfelt thanks and appreciation are, of course, given to the three individuals burdened with the responsibility of classifying, rating, and evaluating the numerous models included in this report. Their commitment, dedication, and hard work are evident in this report; and their professional expertise was invaluable in carrying out their assigned tasks. This team of consultant evaluators consisted of Dr. Richard Benjamin, Superintendent, Metropolitan Nashville Public Schools; Dr. Carl Candoli, Deputy Superintendent Emeritus, Texas Education Agency and former superintendent in Lansing, MI and Fort Worth, TX Public Schools; and Dr. Gary Wegenke, Superintendent, Des Moines Public Schools. Their willingness to take time from a busy schedule to work with us on this project is clear evidence of their commitment to school improvement in America.

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AMG

I. INTRODUCTION

Consumer reports typically provide consumers with independent evaluations of competing products or services, such as makes of a type of automobile or alternative life insurance policies. This consumer report is aimed at educational decision makers who share in the responsibility to select and/or to design models for evaluating schools. Of course, evaluating school evaluation models is not quite the same as evaluating such things as automobiles or washing machines. Therefore, to assist the reader the introductory section discusses the purposes of the study, contextual considerations, and methods used. These issues, although relatively straightforward, are important for reader background to avoid unwarranted inferences about how the study was conducted and ratings assigned to the models evaluated.

Purposes of the Report

This report was prepared to provide information on school evaluation practices to the education community and the general public. The information provided herein should be of interest and use to individuals employed in school systems or schools that are systematically evaluated as well as to individuals who carry out evaluations of schools. Such evaluations may occur under the auspices of regional accreditation agencies, state departments of education, school districts, or individual schools (campuses) both public and private. It is also assumed that the general public will have an interest in this document.

The report is intended to assist individuals in selecting school evaluation models that assess those dimensions and components of a school that are considered most relevant and whose assessment would contribute to school improvement. The report is also intended to contribute to the quality of information included in self-studies prepared for submission to internal or external evaluators. The models reviewed were not all-inclusive of school evaluation models, because the originators of the models had the option of submitting or not submitting their models for inclusion. Nevertheless, the models reviewed are descriptive of models used at the various levels by different organizations and are informative in identifying components of a more "ideal" school evaluation model. To that end it is anticipated that this report will encourage and assist agencies and organizations that conduct school evaluations to improve and modify their evaluation practices.

Contextual Considerations

At the time this report was being prepared, changes in school organization and administration were occurring at an increasing rate in the United States. These changes are having an impact on school evaluation practices. Nevertheless, it was considered important to assess current practices in school evaluation to establish a "state-of-the-art" baseline. The knowledge in most areas of inquiry is advanced by building on the present base, and there was no reason to believe that school evaluation would be an exception.

A major consideration in assessing the value of current school evaluation models was the importance given to the "context" of the education environment (e.g., general climate for reform, demographic changes, socioeconomic status, community support and involvement, personnel evaluation practices, decision-making processes, etc.) and its inevitable impact on school effectiveness. This consideration required evaluating models not only against their own stated objectives but, also to the extent possible, against their provisions for accommodating a wider range of contexts. Also, along with the classifications and ratings given and the unique strengths identified in the models reviewed, recommendations were made for strengthening the contributions of school evaluation models to educational reform and school improvement.

Methods Used

Work on this report was preceded by an intensive nationwide search for extant school evaluation models from various sources. Initial contacts were made by letter, with a telephone follow-up as needed, to national organizations and associations, all recognized regional accrediting associations, state departments of education, individual school districts, private school organizations, specialized agencies, and for-profit organizations involved in merchandising evaluation materials. A request was made for copies of school evaluation models used by these associations, agencies, and organizations, if available, and for the names of school districts or schools that were considered to have worthwhile evaluation models that could then be obtained and included in our overall evaluation.

These initial contacts were often followed up by a phone call to clarify the request or to inquire about why we had not received the requested information. Many of our contacts claimed not to have school evaluation models or were in the process of developing one (e.g., Florida). Others did have an extant model available for review but were in the process of developing a new or optional model.

Upon receipt of the models (51 in all), research associates in the Center developed profiles based on key characteristics for each of the models (see Appendices). These profiles, along with the actual model documents themselves and a specially designed classification/rating form that conformed to the evaluation system developed (see Section II) were then used by consultant evaluators to carry out an in-depth evaluation of the models. The evaluators worked independently to classify and rate the models, but then came together to compare results. Check marks were used to classify each model by type and characteristics. A 1-5 rating system was used to rate models (see bottom of matrix for rating definitions) in relation to the evaluation criteria applied. Co-rater reliability was consistently high. However, the reader must keep in mind that all evaluation includes some element of subjectivity and that the ratings given were based on judgments by the evaluator consultants. Initial classifications and ratings were shared with the model originators for verification and feedback.

The classifications were based on the use of selected model characteristics considered significant (e.g., type, intended use, foci, procedures), and the ratings were established through the application of evaluation criteria that are related to the various dimensions of the Context, Input, Process, Product (CIPP) Model (Stufflebeam, 1983); a set of accountability strands relating to quality; and the various dimensions of the Joint Committee Standards for Evaluations of Educational Programs, Projects, and Materials (Joint Committee, 1981). The reader is referred to the GUIDE TO TYPOLOGY/EVALUATION MATRIX section in this report to obtain an understanding of the categories that contain the various characteristics and criteria used in classifying and evaluating the school evaluation models that are displayed in the typology/evaluation matrices included in this report. Distinct display matrices are included for school evaluation models developed or distributed by national organizations, associations, or agencies; for models developed and utilized by regional accredition associations; for those developed and implemented by state education agencies; and for those models developed by school districts, schools, or consortia of schools or districts.

Before turning to the specific content of the typology/evaluation matrix, some comments about the overall process are in order. Evaluation is a process that involves judgment and subjectivity, and documents such as descriptions of evaluation models may be misinterpreted. When the metaevaluation of a model was completed, the principal authority or developer of the model was provided with a draft of the classifications and ratings given to the model along with the profile developed and the guide to the categories and criteria used. A cover letter requested a review of the information in the matrix and the profile. This review provided an opportunity to clarify any misinterpretations and to correct any factual errors based on feedback from developers. Of course, appropriate documentation was required for any suggested changes. As required of any independent consumer report, the consultants retained independence in providing judgments of the models. In essence, this review provided a verification check and, with the implementation of this process, it is presumed that the models are described and represented accurately throughout.

Readers should not infer that the models reviewed had been field tested or previously evaluated by their originators or anyone else. From the model descriptions, there was no way of determining whether or not models had been field tested or subjected to metaevaluation.

II. GUIDE TO TYPOLOGY/EVALUATION MATRIX

This section describes the typology/evaluation matrix. The content of the matrix is presented, followed by an overview of the rating process. Finally, there is a discussion of how the reader can use the consumer report most effectively.

Content of the Typology/Evaluation Matrix

The various categories and their respective characteristics or evaluation criteria used in the typology/evaluation matrix display (see page 5) were an outgrowth of an attempt to consider all significant aspects of schooling that should be taken into account when evaluating the overall quality of a specific school. It is recognized that some of the categories used for characterizing and evaluating the various models go beyond the traditional considerations normally dealt with in evaluating schools. Nonetheless, it was felt that the inclusion of these additional categories was useful to the identification of key characteristics and unique strengths in current models in light of new emerging perspectives (e.g., the inclusion of more qualitative data along with quantitative data).

The work of preparing this consumer report was one of metaevaluation--that is, the process of evaluating an evaluation. As metaevaluators, the consultants took into account the stated purposes of the models reviewed and the extent to which the models were designed to attain their intended outcomes. But the metaevaluation was broadened, and consultants also examined the models against professional standards of sound evaluation and their provisions for evaluation of student outcomes, educational inputs and processes, school environment, and other school variables. Consultants exercised the prerogative of examining the models on the bases of emerging considerations in school evaluation, such as those relating to quality issues as well as student outcomes.

This section of the report, then, explicates the meaning of the various categories in the typology/evaluation matrix applied in conducting a comprehensive analysis of evaluation models. The matrix organizes the information by model. The categories used to characterize the various models reflect the best attempt to inform the profession (and any other interested parties) about relevant variables that are or are not considered in each model. This best attempt includes the identification of "generic" characteristics essential to all models, yet synthesized in such a manner that the information is concise and manageable. As advances are made in school evaluation, undoubtedly the matrix will require change or adjustment in order to maximize its usefulness.

TYPOLOGY/EVALUATION MATRIX

Origin:	Types/ Purpose (C,D,P)	Process (SS,V,DA)	Levels Focus (E,M,H) (Dist, State)	Intended Focus		Data Focus		Planning/Decision Making				Accountability Strands				Evaluation Standards (META)				System Focus (Inter-active Linkages)	Unique Strengths[1]
Name				Form	Sum	Quan	Qual	C	I	P_1	P_2	G	E	F_1	Ex	U	F_2	P_3	A		

(C=Compliance, D=Diagnostic, P=Performance); (SS=Self Study, V=Visitation, DA=Desk Audit); (E=Elementary School, M=Middle School, H=High School); (Form=Formative, Sum=Summative); (Quan=Quantitative, Qual=Qualitative); (C=Context, I=Input, P_1=Process, P_2=Product); (G=Growth, E=Equity, F_1=Feasibility, Ex=Excellence); (U=Utility, F_2=Feasibility, P_3=Propriety, A=Accuracy)

RATING CODE: (1) More than Meets (2) Meets (3) Partially Meets (4) Does Not Meet (5) Insufficient Information

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[1] See back side of page for Unique Strength Descriptors

UNIQUE STRENGTHS

A. Provisions are made for adequate training of those responsible for carrying out the evaluation (e.g., visiting team members and/or staff).

B. The evaluation process involves all key stakeholders and calls for participatory decision making.

C. Professional staff evaluation criteria and procedures are examined.

D. The degree to which demonstrated student learning is central to the professional staff evaluation process (a significant dimension of C. above) is considered.

E. The evaluation encourages authentic assessment of professional staff performance.

F. The evaluation encourages authentic assessment of student achievement and development.

G. The data collected encourage achievement on a broad range of high level outcomes.

H. The evaluation considers faculty assumptions and expectations about learning abilities for all students.

I. The level of top administrative advocacy and support for challenging curriculum and instruction is assessed.

J. The degree of administrative and board support for professional risk taking and experimentation is assessed.

K. The evaluation process and product encourage continuous improvement.

L. The purposes and outcomes of staff development are explicitly assessed.

M. The extent, focus, and quality of teacher participation in schoolwide decision making are evaluated.

N. The gathering, analyses, and reporting of longitudinal gains are required.

O. The systematic use of evaluation results to guide interventions is encouraged.

P. The extent of external networking to support instruction at home and [illegible] school (e.g., parents, community agencies, business) is evaluated.

Q. An evaluation is made of academic support programs (e.g., tutoring, after school remediation).

R. The evaluation examines opportunities for extracurricular enrichment (e.g., field trips, etc.).

S. The program for student and teacher awards/recognition is assessed.

T. The data/information collected and the required follow-up procedures will lead beyond school improvement to school restructuring as appropriate.

U. Evaluation is tied to efforts to improve schools at the community, district, state, and federal levels.

V. The data gathered contribute to assessing progress toward achieving national goals.

W. Disaggregated data analyses by gender, race, SES, etc., are required.

Types/Purposes

School evaluation is a broad and extensive topic, and the purposes for conducting school evaluation, both explicitly and implicitly, are many and varied. For example, a single, broad purpose for all school evaluation is for school compliance with state and federal regulations. However, such a perspective was too limited for this report, so it was useful to apply the three major purposes of school evaluation identified by Richards (1988) as the basis for the types/purposes of the models. These purposes provide a broad perspective on school evaluation. They are described as follows:

- o C=Compliance monitoring: Used to determine if schools are operating in accordance with some predetermined, externally imposed standard(s) emphasizing "inputs" (i.e., resources available) rather than performance, or are being monitored against internal policies.
- o D=Diagnostic monitoring: Focuses on student improvement and, therefore, mostly relies on criterion-referenced pre- and posttesting patterns. Program monitoring is primarily formative in nature and focuses on how assessed student needs are being addressed.
- o P=Performance monitoring: Focuses primarily on the results of norm-referenced achievement tests given usually at the 4th, 8th, and 10th grade levels. It is summative and intended to enable schools and districts to be compared currently and longitudinally.

Process

The three classifications listed under this category serve to indicate if the school evaluation model calls for a self-study on the part of the school staff, requires a visitation by an outside evaluation team or consultant(s), or simply omits the external visitation in favor of a desk audit by some official who receives the required documentation and makes judgments based on the information provided. Any one or a combination of these three processes may apply to a given model. The processes are indicated by SS for self-study, V for visitation, and DA for desk audit.

Levels Focus

This is a straightforward classification of a school evaluation model relating to the school level for which it is designed, i.e., elementary (E), middle school (M), high school (H). In this column, some models have "Dist." indicated under the EMH. This means that the model applies to all levels in the district. If Dist. is not indicated, it means that the submodels, so to speak, for the different levels differ somewhat across levels. In the state models matrix, Hawaii has "state" below the EMH, meaning that the same applies to all levels and the entire state of Hawaii is considered a district.

Intended Focus

School evaluation data can be scrutinized from two perspectives: formative and summative. These perspectives focus on the intended use of the evaluation results. Formative evaluation focuses on insights the data may provide for school improvement. Summative evaluation focuses on decisions about program effectiveness and, in some situations, about whether or not the program should continue.

- o Form=Formative evaluation: Provides data for planning specific program improvements.

- o Sum=Summative evaluation: Provides data and evidence on how well a program meets the needs of the client group and whether or not the effort was efficient and effective.

Data Focus

The methods and the instruments employed in an evaluation will determine the type of data collected, analyzed, and eventually used. For information to be useful for school accountability and improvement, an evaluation should contain a balance of quantitative and qualitative information.

- o Quantitative information refers to types of data generally gleaned from rating scales, aggregated and disaggregated test scores, selected response questionnaires, semantic differentials, etc. which are pertinent to the program or system's mission and objectives.

- o Qualitative information generally refers to information gleaned from focused interviews, climate studies, anecdotal records, independent observer input, key informants, portfolios, case studies, hearings, site visits, etc., that provide insights into a school's morale, psychological impact on students and teachers, community perception and support, and curricular state of the art with an emphasis on improvement. Qualitative data do not lend themselves easily to statistical treatment and focus on individual cases. In contrast to quantitative data, which tend to be highly objective, qualitative data include some degree of subjectivity.

Planning/Decision Making

Planning/decision making is important in any evaluation, so it was decided to use the CIPP model (Stufflebeam, 1983) with its four components. The CIPP model links process and product within programs being evaluated and therefore served the purpose of this study well. It applies four types of evaluation to the process of planning and decision making:

- C=Context evaluation: Identifies and describes the actual and desired conditions surrounding a program. Current program status, unmet student needs, opportunities for strengthening educational services, and problems preventing needs from being met and opportunities from being pursued are identified.

- I=Input evaluation: Seeks useful information for determining how to allocate limited resources to address assessed student needs and meet established objectives. Alternative program strategies are evaluated for responsiveness to assessed student needs and for cost and compatibility with existing district structures.

- P1=Process evaluation: Detects differences between what was planned to occur and what is actually occurring; alters courses of action to meet the intent of the original design or to correct a deficient design; documents events and procedures by recording what is occurring in relation to the planned course of action.

- P2=Product evaluation: Measures intended and unintended program and school outcomes and interprets them in consideration of assessed student needs and program objectives and the information collected on program inputs and processes.

Accountability Strands

When evaluating schools, certain assumptions must be made that explicate the underlying values to be upheld by the schools. These values relate to "accountability strands" (Stufflebeam, 1991), the components by which schools can be held accountable to their stakeholders. The four strands are described below:

- G=Growth (developmental needs): Focuses on whether or not the educational plan was derived from a sound needs assessment that addressed all developmental needs and whether or not all students are achieving at acceptable levels in the developmental areas identified (i.e., intellectual, emotional, social, vocational, moral, aesthetic, and physical/health development).

- E=Equity (equal opportunities): Looks at disaggregated data to determine whether or not all classifications of students have access to and participate equitably in the full range of services offered by the school and determines the extent of equitable impact of school plans and activities on the performance of all segments of the student population.

o F1=Feasibility: Determines whether or not the school's priorities are clear, realistic, and appropriate; if plans are operational and realistic; and if resources are used cost effectively.

o Ex=Excellence: Uses qualitative and quantitative data to assess the school and the community to determine whether or not there is a climate conducive to learning and whether excellence in teaching and student performance is emphasized and rewarded.

Metaevaluation Standards

When conducting metaevaluation, the evaluations (in this study of evaluation models) should be judged by an appropriate set of professional standards. The definitive work in this area, Standards for Evaluations of Educational Programs, Projects and Materials (Joint Committee, 1981), was done over a decade ago by the Joint Committee on Standards for Educational Evaluation. There are 30 standards distributed over four categories. To include all 30 standards in the typology/evaluation matrix would be too cumbersome, so the four categories are included in the matrix. These four categories and their respective standards provide a working philosophy of evaluation as well as principles that should guide evaluation efforts. The information in the matrix is provided by category, although that information reflects a consideration of all the standards in a category as they applied to a specific model.

Any reader interested in a detailed description of the Standards is referred to the McGraw-Hill publication. The categories have varying numbers of standards. For the reader's information, descriptors of standards within each category are given following the definitions below.

o U=Utility standards: Ensure that an evaluation will serve the practical information needs of given audiences.

1. Audience Identification
2. Evaluator Credibility
3. Information Scope and Selection
4. Valuational Interpretation
5. Report Clarity
6. Report Dissemination
7. Report Timeliness
8. Evaluation Impact

- F2=Feasibility standards: Ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.

    1. Practical Procedures
    2. Political Viability
    3. Cost Effectiveness

- P=Propriety standards: Ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation.

    1. Formal Obligation
    2. Conflict of Interest
    3. Full and Frank Disclosure
    4. Public's Right to Know
    5. Rights of Human Subjects
    6. Human Interactions
    7. Balanced Reporting
    8. Fiscal Responsibility

- A=Accuracy standards: Ensure that an evaluation will reveal and convey technically adequate information about the features of the object being studied that determine its worth or merit.

    1. Object Identification
    2. Context Analysis
    3. Described Purposes and Procedures
    4. Defensible Information Sources
    5. Valid Measurement
    6. Reliable Measurement
    7. Systematic Data Control
    8. Analysis of Quantitative Information
    9. Analysis of Qualitative Information
    10. Justified Conclusions
    11. Objective Reporting

System Focus

This matrix category refers to the various levels of interaction and linkage required to perform adequate evaluations of schools and school systems. That is, even though evaluation models should allow for linkages in data gathering and analysis for all components of the CIPP model, provisions should also be made to relate the school level evaluation to that being conducted districtwide and to any state-mandated evaluation. This dimension of "interactive linkages" is considered important in assessing the contribution and performance of each individual component to the performance of the larger organization. The system focus column in the matrix represents the extent to which such functional interactive linkages are contained in the model.

Unique Strengths

The strengths of specific evaluation models are reflected in the ratings of the characteristics in the matrix. That is, a rating of 1 indicates a strength on that particular characteristic. Correspondingly, weaknesses of models are reflected in ratings of 4 on the other end of the scale. (Ratings of 3 or 5 may also be interpreted as indicative of weaknesses.) The seventeen characteristics rated in the matrix represent what might be called "generic" characteristics expected to be common to all school evaluation models.

As the metaevaluations were conducted, it seemed appropriate and useful to recognize strengths in the school evaluation models that went beyond the generic characteristics and in essence were unique strengths of the models (hence, the title for the column). A unique strength is a strength found in one or more models, but not in all models. The inclusion of these strengths is part of an attempt to identify characteristics of what might be considered an ideal school evaluation model.

The converse should not be inferred; that is, that lack of a unique strength is a weakness. Weaknesses are indicated only in the ratings according to the numerical code. Weaknesses should not be attributed to models solely on the basis of missing check marks or limited levels focus. For example, suppose a reader is interested in models that apply to all levels, K-12. If a specific model applies only to E and M levels, that should not be viewed as a model weakness, but only that the model is not appropriate for the reader's purpose.

The list of unique strengths is based on the work related to indicators of quality conducted by Oakes (1989), the Special Study Panel on Education Indicators for the National Center for Educational Statistics (1991), and others. No claims are made that the list is all-inclusive, but it served well the purposes of this study. Undoubtedly, the list will be updated as the field of school evaluation develops. The list is coded as follows:

A. Provisions are made for adequate training of those responsible for carrying out the evaluation (e.g., visiting team members and/or staff).

B. The evaluation process involves all key stakeholders and calls for participatory decision making.

C. Professional staff evaluation criteria and procedures are examined.

D. The degree to which demonstrated student learning is central to the professional staff evaluation process (a significant dimension of C. above) is considered.

E. The evaluation encourages authentic assessment[1] of professional staff performance.

F. The evaluation encourages authentic assessment of student achievement and development.

G. The data collected encourage achievement on a broad range of high level outcomes.

H. The evaluation considers faculty assumptions and expectations about learning abilities for all students.

I. The level of top administrative advocacy and support for challenging curriculum and instruction is assessed.

J. The degree of administrative and board support for professional risk taking and experimentation is assessed.

K. The evaluation process and product encourage continuous improvement.

L. The purposes and outcomes of staff development are explicitly assessed.

M. The extent, focus, and quality of teacher participation in schoolwide decision making are evaluated.

N. The gathering, analyses, and reporting of longitudinal gains are required.

O. The systematic use of evaluation results to guide interventions is encouraged.

P. The extent of external networking to support instruction at home and at school (e.g., parents, community agencies, business) is evaluated.

Q. An evaluation is made of academic support programs (e.g., tutoring, after school remediation).

---

[1] The observation or documentation of actual use or application of knowledge, skills, or attitudes acquired (e.g., problem solving, hands-on application, etc.).

R. The evaluation examines opportunities for extracurricular enrichment (e.g., field trips, etc.).

S. The program for student and teacher awards/recognition is assessed.

T. The data/information collected and the required follow-up procedures will lead beyond school improvement to school restructuring, as appropriate.

U. Evaluation is tied to efforts to improve schools at the community, district, state, and federal levels.

V. The data gathered contribute to assessing progress toward achieving national goals.

W. Disaggregated data analyses by gender, race, SES, etc., are required.

Bases for Ratings

Metaevaluation involves some considered judgment about the salient characteristics of the object being evaluated. In the matrix, 17 characteristics grouped under 6 categories were rated on a 1 to 5 scale. As each model was evaluated, it was necessary to interpret not only the quantity of the information provided about a characteristic, but also the quality. The consultant evaluators discussed the characteristics of each model until any differences in ratings were resolved to the satisfaction of all. In general, the ratings were based as follows:

Rating 1 (highest rating). More Than Meets

The model required more than one source of information to verify conditions or practices within a school related to the characteristic, and the data were analyzed from more than one perspective.

Rating 2. Meets

The model required at least one source of information to verify conditions or practices within a school related to the characteristic and there was adequate data analysis.

Rating 3. Partially Meets

The model addressed the characteristic and at least one source of information related to the characteristic was identified to verify conditions or practices within a school, but the methods and/or data to be obtained were inadequate for providing the necessary information.

Rating 4. Does Not Meet

The model addressed the characteristic, but no credible source of information about conditions or practices with a school was identified; or, if a source was identified, there were no appropriate analyses described that would provide the necessary information.

Rating 5. Insufficient Information

This rating was included to guard against an unwarranted negative rating when the information contained in the model description was inconclusive relative to the characteristic.

To give readers an illustration of the ratings for a characteristic, consider the characteristic E (Equity) of the Accountability strands. A 1 rating indicates that student data are comprehensively disaggregated by gender, race, ethnicity, and socioeconomic status, and analyzed not only in relation to outcomes (e.g., test scores) but also in relation to curricular enrollment patterns, attendance, extracurricular activities, dropout rates, etc. A 2 rating (Meets) was given if a model called for disaggregated student performance data based on gender, race, ethnic background, and socioeconomic status. A 3 rating (Partially Meets) was assigned if a school was required only to disaggregate data on a limited basis, such as gender. A 4 rating (Does Not Meet) was given when disaggregated data were not required of a school; and, of course, a 5 was given if there was insufficient information about equity.

A word of caution about using the ratings in the matrices--there may be a temptation to sum the ratings for the seventeen characteristics and select the model with the lowest sum or average rating. (The ratings are so ordered that the lower the value of the rating, the stronger the model is on the characteristic.) Computing a sum or average for the ratings is NOT appropriate. Although the ratings are 1 through 5, they are not on interval scales. In fact, rating 5 is not on an ordinal scale with ratings 1 through 4. Computing a sum or average, even if appropriate in terms of measurement, would assume equal importance for all characteristics. It would be very rare that such would be the case for any user's situation. Some characteristics will be essential, others of less importance to the user. There may be models that have high ratings but have requirements that cannot be met by a specific user. So the ratings are there to guide the user's decision making, and by themselves they comprise necessary but not sufficient information for deciding on one or more models.

Walk-Through Example

To demonstrate how the various models were reviewed, a description of how the Colorado State Department of Education Model was classified and rated is presented. To begin, project staff developed a comprehensive profile of the model upon receipt. The consultants then applied the previously developed classification and rating system and a companion rating form based on the categories listed on the

Typology/Evaluation matrix. The model's profile and accompanying materials (e.g., manuals) were then analyzed, classified, and rated. The classifications and ratings given to the model were then transposed to the matrix of the state models.

If one considers the TYPOLOGY/EVALUATION MATRIX FOR STATE MODELS (see page 28) and looks at the classifications and ratings given the Colorado State Department of Education model, one sees that it was found to encompass all three types of school evaluation--that is, the model obtains and provides data/information relating to compliance, diagnostic, and performance issues. The matrix show that the state requires a self-study and a desk audit and it also allows for an on-site visit by an external team of evaluators that relates to both accreditation and school improvements. The model addresses school evaluation at the elementary, middle school, and secondary school levels.

The ratings for characteristics show that the model is both formative and summative in nature, with a greater emphasis on the former, and that it calls for both quantitative and qualitative data/information. The model is designed to be strong in evaluating the contextual and performance dimensions of schools while evaluating the inputs and procedural aspects of the schools.

Further analysis showed that the model requires schools to develop educational plans based on sound needs assessments of learners, that it calls for schools to disaggregate student data so that determinations can be made about equal opportunity for all, and that this model evaluates schools'/school districts' priorities and plans to determine their feasibility and whether or not there is a climate in the school setting conducive to excellence. It was agreed that the model sufficiently addressed the four categories of the metaevaluation standards relating to utility, feasibility, and propriety, and that accuracy was partially met. The final characteristic rated shows that the model calls for adequate interactive linkages between and among individual schools, the district as a whole, the state department of education, and any regional accreditation activity that may be required. The last column in the matrix indicates that this model has some unique strengths, such as creating a press for authentic assessment of student achievement and development; encouraging continuous improvement through the gathering, analyses, and reporting of longitudinal gains; and calling for the disaggregation of data to permit an analysis of student performance by gender, race, SES, etc.

The Colorado State Department of Education Model, then, is quite comprehensive and would be useful to anyone seeking an evaluation model with a broad array of information about schools. Other models, such as those from Indiana and Texas, are also comprehensive and deal in depth with compliance, diagnostic, and performance issues. Other state models have clear voids in their foci. For example, the Connecticut Department of Education recently completed work on a compliance model, a characteristic missing in the model reviewed herein and so indicated in the matrix. Additional information about models is provided to readers in the model profiles of the appendices.

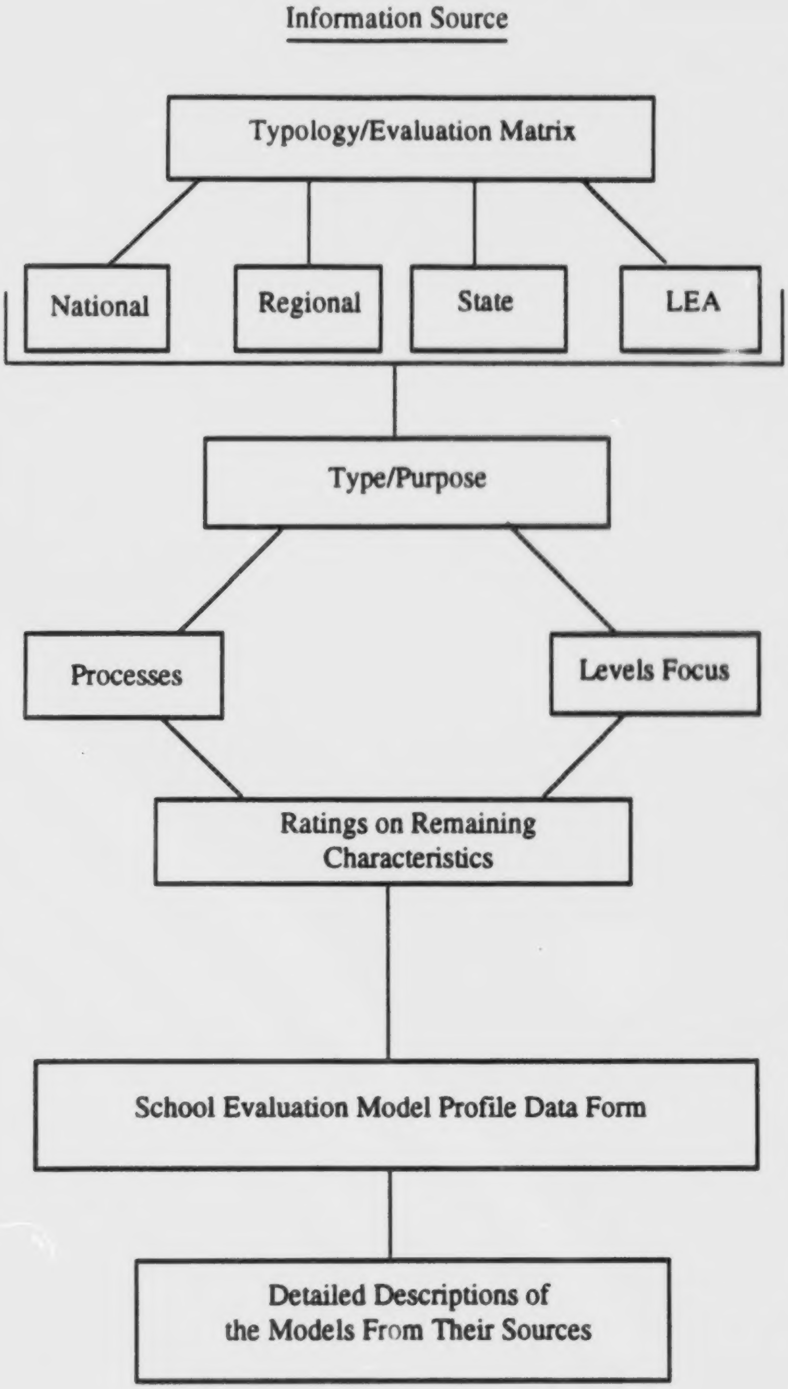
Process for Using the Consumer Report

Use of the consumer report is quite straightforward, but at this point it is appropriate to make some comments that may enhance user effectiveness as well as efficiency. Presumably, any potential user is someone identifying a school evaluation model that may be adopted or reviewing one or more models most appropriate for the user's needs.

The starting point for using the consumer report is with the appropriate topology/evaluation matrix of the four in the report. If the user is not certain which matrix to use, the background sections for the four types of models should be read in order to pinpoint the appropriate matrix.

An overview of the decision-making process to be used when using the consumer report is presented in Figure 1. This process is sequential as ordered from top to bottom of the figure. After the user has identified the appropriate matrix, the Types/Purpose, Processes, and Levels Focus characteristics are perused to identify models that contain the components necessary for the user's needs. Then the characteristics that have ratings are considered, and for those models that meet minimum criteria in relation to the user's needs, the profile data forms are reviewed. The final step is that of obtaining detailed descriptions of the one or more models that can be adopted/adapted for the user's purposes. This requires that readers contact the organization, association, or agency listed in the respective profiles.

Figure 1
Flowchart of the Decision-Making Process When Using the Consumer Report


Information Source
Typology/Evaluation Matrix
National
Regional
State
LEA
Type/Purpose
Processes
Levels Focus
Ratings on Remaining Characteristics
School Evaluation Model Profile Data Form
Detailed Descriptions of the Models From Their Sources

Decision

Identify the approriate category and model, that is, select the appropriate matrix.

Identify which of the three types/purposes to include—C (Complinace), D (Diagnostic), and P (Performance)—or combinations thereof, and mark those models that at least contain the types/purposes identified.

Identify the processes and levels focus to be sought and mark those remaining models that meet these criteria.

Mark those models from the previous step that meet minimum criteria on the 17 characteristics rated, considering user's needs.

Identify the models that meet the user's criteria, needs, and resources.

Select the one or more models that can be adopted/adapted for the user's purposes.

III. NATIONAL MODELS

Background

School evaluation models listed as national models originate from national associations and organizations, as well as from a federal government agency and a for-profit enterprise. For example, the National Association of Secondary School Principals attempts to improve the quality of the schools it represents through the development and dissemination of a school evaluation model that it believes will contribute to school improvement. Its School Climate Survey provides detailed diagnostic information at an individual school level. Other national associations, such as the National Association of Elementary School Principals and the American Association of School Administrators, have developed and disseminated guidelines for individual schools to follow in conducting a school evaluation, but no systematic national program has been implemented based on these efforts. Private enterprises, such as the National Study of School Evaluation, sell their various evaluation models to organizations (e.g., Southern Association of Colleges and Schools) and schools of all types, including private schools, to assist them in obtaining information about their schools for whatever purpose may be at hand.

The National Catholic Educational Association (NCEA) does not accredit its member schools but does distribute a self-study instrument that was developed to assist all member schools in periodic self-assessment. Approximately 85 percent of all Catholic high schools are accredited by a regional accrediting association; therefore, the NCEA self-study tool is offered as a possible instrument for use in regional evaluation processes.

The federal government, through its school recognition program, attempts to obtain data from schools in order to reward outstanding schools and to give them national recognition through an application of criteria established at the federal level. This national school recognition program was established in 1984, and annual awards are given to self-nominated elementary and secondary schools from every state. The criteria applied include results but do not require disaggregation by gender, race, or socioeconomic status.

Trends

Recent developments at the national level will undoubtedly have a bearing on school evaluation. This refers to the AMERICA 2000 program, which focuses to a great extent on individual schools. The most immediate impact of the program may well be a contraction of the outcomes of schooling to coincide with the six national educational goals. These goals emphasize traditional core subject areas (i.e., English, math, science, history, and geography) and seem to pay less attention to the goal that "every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." No specific mention is made of employability skills, values, art, or music. Further, there is little or no mention of the need to disaggregate data to ensure that all students will benefit from AMERICA 2000. The impact of this program on school-level evaluation, while uncertain at this time, is likely to be profound and may or may not be conducive to improved performance of all (or many) students on significant student performance outcomes.

The typology/evaluation matrix for national models follows. (See Appendix A for profiles of models listed.) As a group the national models focus on diagnostic and compliance purposes. The equity (E) characteristic in accountability strands and the system focus tended to receive less favorable ratings. These models are weak on interactive linkages. Overall, these models received their best ratings on the characteristics of Planning/Decision Making.

TYPOLOGY/EVALUATION MATRIX FOR NATIONAL MODELS

Origin: NATIONAL	Types/ Purpose (C,D,P)	Process (SS,V,DA)	Levels Focus (E,M,H) (Dist, State)	Intended Focus		Data Focus		Planning/Decision Making				Accountability Strands				Evaluation Standards (META)				System Focus (Interactive Linkages)	Unique Strengths[1]
Name				Form	Sum	Quan	Qual	C	I	P_1	P_2	G	E	F_1	Ex	U	F_2	P_3	A		
National Association of Elementary School Principals	C,D,P	SS	E,M	2	3	2	2	2	2	2	2	2	3	2	2	2	3	2	3	4	
National Association of Secondary School Principals	C,D,P	SS	M,H	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	4	
National Catholic Educational Association	C,D	SS	M,H	2	2	2	4	2	2	2	4	2	3	2	2	2	2	2	3	4	
National Independent Private School Association	D	SS	Dist	2	2	2	2	3	2	2	3	3	2	1	2	2	2	3	3	2	
National Study of School Evaluation	C,D	SS,V	E,M,H	3	2	2	3	2	3	2	3	3	3	2	3	3	3	2	3	4	
U.S. Dept. of Education	C,D,P	SS,V,DA	E,M,H	2	2	2	2	2	2	2	2	1	3	1	2	1	2	2	2	3	F,N,O,S,V

(C=Compliance, D=Diagnostic, P=Performance); (SS=Self Study, V=Visitation, DA=Desk Audit); (E=Elementary School, M=Middle School, H=High School); (Form=Formative, Sum=Summative); (Quan=Quantitative, Qual=Qualitative); (C=Context, I=Input, P_1=Process, P_2=Product); (G=Growth, E=Equity, F_1=Feasibility, Ex=Excellence); (U=Utility, F_2=Feasibility, P_3=Propriety, A=Accuracy)

RATING CODE: (1) More than Meets (2) Meets (3) Partially Meets (4) Does Not Meet (5) Insufficient Information

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[1] See back side of page for Unique Strength Descriptors.

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UNIQUE STRENGTHS

A. Provisions are made for adequate training of those responsible for carrying out the evaluation (e.g., visiting team members and/or staff).
B. The evaluation process involves all key stakeholders and calls for participatory decision making.
C. Professional staff evaluation criteria and procedures are examined.
D. The degree to which demonstrated student learning is central to the professional staff evaluation process (a significant dimension of C. above) is considered.
E. The evaluation encourages authentic assessment of professional staff performance.
F. The evaluation encourages authentic assessment of student achievement and development.
G. The data collected encourage achievement on a broad range of high level outcomes.
H. The evaluation considers faculty assumptions and expectations about learning abilities for all students.
I. The level of top administrative advocacy and support for challenging curriculum and instruction is assessed.
J. The degree of administrative and board support for professional risk taking and experimentation is assessed.
K. The evaluation process and product encourage continuous improvement.
L. The purposes and outcomes of staff development are explicitly assessed.
M. The extent, focus, and quality of teacher participation in schoolwide decision making are evaluated.
N. The gathering, analyses, and reporting of longitudinal gains are required.
O. The systematic use of evaluation results to guide interventions is encouraged.
P. The extent of external networking to support instruction at home and at school (e.g., parents, community agencies, business) is evaluated.
Q. An evaluation is made of academic support programs (e.g., tutoring, after school remediation).
R. The evaluation examines opportunities for extracurricular enrichment (e.g., field trips, etc.).
S. The program for student and teacher awards/recognition is assessed.
T. The data/information collected and the required follow-up procedures will lead beyond school improvement to school restructuring as appropriate.
U. Evaluation is tied to efforts to improve schools at the community, district, state, and federal levels.
V. The data gathered contribute to assessing progress toward achieving national goals.
W. Disaggregated data analyses by gender, race, SES, etc., are required.

IV. REGIONAL MODELS

Background

Historically, the major influence on school evaluation practices has come from regional accreditation associations, such as the North Central Association of Colleges and Schools. These associations have provided the majority of state departments of education, responsible for auditing schools in each state, with an organization that could be called upon to provide the expertise, organization, criteria, guidelines, personnel, and procedures for state agencies to assist districts in conducting self-studies and to gather the information to be provided visiting teams in order to be accredited. The contributions and impact of regional associations to school evaluation cannot be overlooked. Even though regional accreditation historically has been voluntary, it has been and continues to be a major force in school evaluation. Admittedly, all accrediting associations have developed compliance models that have helped the states to determine whether or not schools were meeting legal requirements established for their operations. Exceptions to this approach are very recent, but could prove decisive in schools' decisions to turn away from evaluation for simple compliance toward evaluation for diagnosis and performance.

Trends

The most significant development by regional accreditation associations in moving away from compliance models is the optional model now offered by the North Central Association of Colleges and Schools to the states in its region. This is a new model called the Outcomes Accreditation/Evaluation Model, which is outcomes based and which also provides for gathering diagnostic information helpful for school improvement. The adoption rate of this model has been remarkable and indicates a strong transition toward models that focus on both performance (outcomes) and diagnostic information and data.

Another example of going beyond mere compliance review accreditation can be seen in the school evaluation model of the Southern Association of Colleges and Schools. It includes a relatively complete school improvement component that must be met to receive accreditation.

It is anticipated that other regional accreditation associations will be moving in this direction in the near future. This trend is evident in the increasing number of pilot evaluations that focus on student performance now being conducted by these associations. Indications are that there will be widespread use of this approach as an alternative to compliance school evaluation models during the 1990s. This movement addresses most of the shortcomings of the traditional accreditation methodologies and appears to be promising in that it is tied to a formal school improvement process and explicitly encourages disaggregation of data. However, the process is time consuming for school staff, and results may not sufficiently manifest themselves within the traditional five-year review cycle.

The typology/evaluation matrix of these regional models follows. (See Appendix B for profiles of models listed.) As with the national models, the regional models tend not to have performance monitoring as a type/purpose, but focus on diagnostic and compliance. In fact, only one model reviewed, the North Central Association of Schools and Colleges-Outcomes, had performance monitoring as type/purpose. Only the Appalachia Educational Laboratory Model met the System Focus characteristic. Again, these models as a group are weak on interactive linkages.

The models tended to be strongest on the metaevaluation characteristics. Only on the accuracy (A) standards did several models drop below "Meets" to a rating of "Partially Meets." Of the eight models reviewed, only two met the criteria for Product requirements in Planning/Decision Making, and only one received a rating of 1 on this characteristic. Regional models apply to all levels--E, M, and H--so they tend to have a comprehensive levels focus.

TYPOLOGY/EVALUATION MATRIX FOR REGIONAL ACCREDITATION ASSOCIATION MODELS

Origin: REGIONAL	Types/ Purpose (C,D,P)	Process (SS,V,DA)	Levels Focus (E,M,H) (Dist, State)	Intended Focus		Data Focus		Planning/Decision Making				Accountability Strands				Evaluation Standards (META)				System Focus (Inter-active Link-ages)	Unique Strengths[1]
Name				Form	Sum	Quan	Qual	C	I	P_1	P_2	G	E	F_1	Ex	U	F_2	P_3	A		
Appalachia Educational Laboratory[2]	D	V	E,M,H Dist	2	2	2	2	1	2	2	2	2	2	1	1	2	1	2	2	2	
Middle States Association of Schools and Colleges	C,D	SS,V	E,M,H	3	2	2	4	2	2	2	4	3	3	2	3	2	2	2	3	4	
North Central Association of Schools and Colleges - Outcomes	C,D,P	SS,V	E,M,H	1	2	2	2	2	2	2	1	2	1	2	2	1	2	2	2	3	A,B,F,G,K, N,O,P,W
North Central Association of Schools and Colleges - Traditional	C,D	SS,V	E,M,H	3	2	2	4	3	2	2	4	3	3	2	3	2	2	2	3	4	
New England Association of Schools and Colleges	C,D	SS,V	E,M,H	3	2	2	3	2	2	2	3	2	3	2	3	2	2	2	3	4	
Northwest Association of Schools and Colleges	C,D	SS,V	E,M,H	3	3	3	2	3	2	2	4	3	3	2	3	2	2	2	3	4	
Southern Association of Colleges and Schools	C,D	SS,V	E,M,H	2	2	2	3	2	2	2	3	2	3	2	3	2	2	2	2	4	
Western Association of Schools and Colleges	C,D	SS,V	E,M,H	3	2	2	3	3	2	2	4	3	3	2	3	2	2	2	3	4	

(C=Compliance, D=Diagnostic, P=Performance); (SS=Self Study, V=Visitation, DA=Desk Audit); (E=Elementary School, M=Middle School, H=High School); (Form=Formative, Sum=Summative); (Quan=Quantitative, Qual=Qualitative); (C=Content, I=Input, P_1=Process, P_2=Product); (G=Growth, E=Equity, F_1=Feasibility, Ex=Excellence); (U=Utility, F_2=Feasibility, P_3=Propriety, A=Accuracy)

RATING CODE: (1) More than Meets (2) Meets (3) Partially Meets (4) Does Not Meet (5) Insufficient Information

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[1] See back side of page for Unique Strength Descriptors.

[2] The Appalachia Educational Laboratory is not an accreditation association, but a federally funded, regional educational laboratory serving a four-state area. For that reason its model is included with the regional models.

UNIQUE STRENGTHS

A. Provisions are made for adequate training of those responsible for carrying out the evaluation (e.g., visiting team members and/or staff).

B. The evaluation process involves all key stakeholders and calls for participatory decision making.

C. Professional staff evaluation criteria and procedures are examined.

D. The degree to which demonstrated student learning is central to the professional staff evaluation process (a significant dimension of C. above) is considered.

E. The evaluation encourages authentic assessment of professional staff performance.

F. The evaluation encourages authentic assessment of student achievement and development.

G. The data collected encourage achievement on a broad range of high level outcomes.

H. The evaluation considers faculty assumptions and expectations about learning abilities for all students.

I. The level of top administrative advocacy and support for challenging curriculum and instruction is assessed.

J. The degree of administrative and board support for professional risk taking and experimentation is assessed.

K. The evaluation process and product encourage continuous improvement.

L. The purposes and outcomes of staff development are explicitly assessed.

M. The extent, focus, and quality of teacher participation in schoolwide decision making are evaluated.

N. The gathering, analyses, and reporting of longitudinal gains are required.

O. The systematic use of evaluation results to guide interventions is encouraged.

P. The extent of external networking to support instruction at home and at school (e.g., parents, community agencies, business) is evaluated.

Q. An evaluation is made of academic support programs (e.g., tutoring, after school remediation).

R. The evaluation examines opportunities for extracurricular enrichment (e.g., field trips, etc.).

S. The program for student and teacher awards/recognition is assessed.

T. The data/information collected and the required follow-up procedures will lead beyond school improvement to school restructuring as appropriate.

U. Evaluation is tied to efforts to improve schools at the community, district, state, and federal levels.

V. The data gathered contribute to assessing progress toward achieving national goals.

W. Disaggregated data analyses by gender, race, SES, etc., are required.

V. STATE EDUCATION AGENCY MODELS

Background

In contrast to regional, voluntary accreditation of schools, state evaluation of school systems and schools is part of an effort to guarantee that the monies expended by the various states on education are applied to the purposes for which they are intended. The result has been a move toward a mandated rather than a voluntary process on a regular schedule and an evaluation system based on monitoring the standards and rules governing the use of state funds. Since education is a state responsibility and because virtually every state expends the bulk of its budget on education, states have a legitimate concern with the quality and quantity of the overall education effort. With mounting indicators that many schools were not adequately serving their students and that the level of student performance was on a decline in some school districts, state legislators began to insist on a performance check of local education agencies.

In the 1990s, the national mood on schools and school evaluation has shifted. The accountability movement is in full swing, with increasing demands for school districts and individual schools to improve their products. The six national goals adopted by the nation's governors and the U.S. Department of Education are providing the backdrop for the development of a national plan for education, with states and local districts urged to develop specific goals, objectives, and accompanying strategies in support of the national goals. This, in turn, has influenced the development of new school evaluation models that are being examined and tested around the country. For example, the extant Georgia Department of Education Comprehensive Evaluation System (CES) was evaluated with the knowledge that the Quality Assessment Component of the system was still in the developmental stages. Project staff could not wait to receive it for review because its completion has been indefinitely postponed due to budgetary constraints. Also, this report does not include a review of Kentucky's compliance model, because it was recently declared inoperative by the state legislature. In contrast, the University of Michigan model for accrediting secondary schools in Michigan (which has existed in one form or another since 1871) has been retained even though the state department of education, which approves elementary and middle schools, is supposed to assume responsibility for evaluating secondary schools sometime in 1992. Michigan has yet to develop a system for evaluating its secondary schools.

The majority of state department of education models continue to focus on compliance. An underlying assumption is that if the compliance standards are met, a quality education can be provided, so most states have developed a demanding set of compliance standards for local school systems. These deal with such things as the number of volumes per student in the school library, number of stations in science laboratories, certification of the teachers assigned to specific subject areas, allocations for supplies and equipment provided to individual schools and the district, courses offered in the school, number and type of Carnegie units required in specific curricula (e.g., college preparatory), and other input measures that have been a part of the tradition of American school evaluation.

As educators began to question the veracity and quality of the existing evaluation processes and models, efforts to focus at least a part of the evaluation on student outcomes began to emerge. However, most evaluations are still conducted by utilizing the compliance model as the focal point. Part of the reason for the predominance of this approach is the traditionally held concept that quality is best measured by inputs and that quantitative measures can be translated into qualitative summaries. Thus, for decades the most common and easiest way for states to measure the effectiveness of the educational system has been to analyze the quantity of resources provided and the quantitative evidence that indicates whether or not predetermined standards were met, and thus to make inferences about the quality of a school.

Trends

The educational reform movements of the 1970s and 1980s, which were largely state level reform movements mandated by the various state legislative bodies and/or by governors with an interest in education, began to focus on qualitative evaluation using student outcomes. Unfortunately, these incipient efforts placed an inordinate amount of trust on the definition of quality as an interpretation of results from state-mandated tests given at various grade levels. As a result, little was done to establish broader definitions of quality to enable a comprehensive and complete evaluation of the educational system and an individual campus. California, with its grouping of like campuses for purposes of comparison, and Texas, with its effort to relate qualitative measures to the composition of the student population of a particular school, made early efforts at establishing reliable qualitative indicators.

Such efforts were the start of an emerging trend that continues to this day. As a result, the discrepancy between what the reform movement requires as evidence of excellence and what the data of compliance models have traditionally provided is becoming clearer, thus creating a need for an increased effort to develop qualitative indicators as measures for evaluating and improving schools.

As the work of the effective schools movement focusing on school improvement gained support across the country, the need to plan for improvement on a school-by-school basis became an added factor in developing qualitative indicators for evaluation and school improvement. State after state adopted the effective schools correlates as the measuring rods for school evaluation, and a generation of educators began to use these correlates as the basis for school improvement. As a result, new system-wide and individual school evaluation models have been developed by some state departments of education after being required to undergo dramatic state-mandated reforms (e.g., Texas, Indiana, Connecticut, California, New York, Tennessee, and others). It must be noted, however, that some states (e.g., Colorado, Nebraska) allow schools to select from more than one model to meet state requirements. That is, even though some states have developed their own school evaluation models, they permit schools to use models developed by such organizations as the North Central Association of Schools and Colleges, the National Study of School Evaluation, and the Self-Study Guide for Catholic High Schools in lieu of the state model.

Typically, state evaluation models attempt to meet two basic needs: (1) the ongoing compliance tasks for which the states continue to have responsibility and (2) meeting the emerging qualitative evaluation demands for determining the authentic effects of a school system's and/or school's educational program on students. These state evaluations in which the traditional compliance measures dominated the thrust of the evaluation have been expanded to include a diagnostic analysis as well as a determination of productivity as assessed by standardized test scores, graduation rates, etc. The Connecticut Model, for example, which suggests a varied evaluation approach depending on the clientele of a particular school, is predicated on school effectiveness definitions and is both formative and summative in its intent.

While it is inappropriate to generalize about all state evaluation models, it is apparent that the majority are compliance models and will remain so for some time. However, it is also clear that, under mandates from reform legislation, models are being developed in the states that take into account the diagnostic needs and performance expectations of school systems and individual schools. Much work remains to validate and refine this relatively new endeavor. Unfortunately, too many professional educators in too many states find themselves on the outside looking in as new school evaluation models and procedures are proposed and written into law by legislative committees far removed from the realities of schooling. The enactment of the Kentucky Education Reform Act of 1990 is an example. Its accompanying administrative regulations made the extant state compliance school evaluation model inoperative. In attempting to ensure school accountability through a new performance-based assessment program (to be operational no later than the 1995-96 school year), a controversial policy change was legislated. It removed authority of local school boards to make personnel decisions relating to dismissals and placed it in the hands of a "distinguished educator" assigned to a building and/or central administrative offices. The distinguished educator has unilateral power to remove teachers and/or administrators including the superintendent. Such dramatic policy changes tend to disrupt or even make inoperative existing evaluation models without providing or even implying a feasible alternative.

The typology/evaluation matrix for state models follows. (See Appendix C for profiles of models listed.) The state models show considerable variability in ratings across models and somewhat less variability within models. Thus, the stronger models tend to be consistently strong and the weaker models consistently so across characteristics.

As a group, state models are weak on interactive linkages. Of 22 models reviewed (Michigan had two models listed together), only 8 met the criteria for interactive linkages. Most models are satisfactory on their data focus with quantitative stronger overall than qualitative. The intended focus for most models was also found to be satisfactory. About the only other discernable pattern in ratings across the models is in the accountability strand of equity (E). Models tend to either more than meet or just partially meet this characteristic. All models addressed this characteristic; there were no 4 or 5 ratings. So, this characteristic is either only partially addressed, or more information is obtained and procedures are more than adequate to meet this criterion.

TYPOLOGY/EVALUATION MATRIX FOR STATE MODELS

Origin: STATE / Name	Types/ Purpose (C,D,P)	Process (SS,V,DA)	Levels Focus (E,M,H) (Dist, State)	Intended Focus		'Data Focus		Planning/Decision Making				Accountability Strands				Evaluation Standards (META)				System Focus (Interactive Linkages)	Unique Strengths[1]
				Form	Sum	Quan	Qual	C	I	P_1	P_2	G	E	F_1	Ex	U	F_2	P_2	A		
Alabama	C,D,P	SS,V,DA	E,M,H,Dist	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	A,G,N,O
California	C,D,P	SS,V,DA	E,M,H	1	2	2	2	2	2	1	1	2	1	2	2	1	2	2	2	2	A,N,O,W
Colorado	C,D,P	SS,V,DA	E,M,H	1	2	2	2	1	2	2	1	1	1	2	2	1	2	2	3	2	F,K,N,W
Connecticut	D,P	SS,V	E,M,H	1	3	2	1	2	1	2	1	2	1	2	1	1	2	2	2	4	G,K,M,N,O,W
Delaware	D,P	SS,V	E,M,H	1	2	2	2	1	2	2	2	2	1	2	1	2	2	2	2	3	G,N,O,W
Georgia	C,P	SS,V,DA	E,M,H	3	2	2	3	3	3/	3	3	2	2	2	2	2	2	3	2	3	
Hawaii	P	V,DA	E,M,H,State	3	2	2	2	2	2	3	2	3	3	2	2	2	2	2	2	2	
Illinois	C,P	SS,V,DA	E,M,H	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	
Indiana	C,D,P	SS,V,DA	E,M,H,Dist	2	1	2	2	2	2	2	1	2	2	2	2	2	3	2	2	2	A,C,K,O
Maryland	C,D,P	SS,V,DA	E,M,H	2	2	2	2	3	2	2	2	2	1	2	2	3	2	2	2	3	W
Michigan Accred. Program University of Michigan	C,D,P C	SS,V,DA SS,V	E,M H	2 3	2 2	2 2	2 3	2 3	3 2	3 3	2 3	2 3	3 3	2 3	3 3	2 3	3 2	2 2	2 3	4 4	
Mississippi	C,P	SS,V,DA	YE,M,H	3	2	2	3	3	3	3	2	2	2	2	2	3	2	2	2	4	
Nebraska	C,D,P	SS,V	E,M,H	2	2	2	3	3	2	2	2	2	3	2	2	2	3	2	3	3	
New York	C,D,P	SS,V	E,M,H,Dist	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	K,N,O
North Carolina	C,P	SS,V	E,M,H,Dist	2	2	2	3	2	2	3	2	2	3	2	2	2	2	2	2	3	
Oregon	C,P	SS,DA	E,M,H,Dist	3	2	3	2	3	3	3	2	2	3	3	3	2	2	3	2	3	
Pennsylvania 1	C,P	SS,V	E,M,H,Dist	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	
Pennsylvania 2 (ES)	D,P	SS,V	E,M,H	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	
Tennessee	C,D,P	SS,V,DA	E,M,H	2	2	2	2	2	2	2	2	2	3	3	2	2	2	2	2	3	
Texas	C,D,P	SS,V,DA	E,M,H,Dist	2	2	2	2	1	2	2	1	1	1	2	2	2	3	2	2	2	B,C,D,K,O,S,W
Wisconsin	C	SS,V,DA	E,M,H,Dist	3	2	2	3	3	3	3	3	3	3	3	3	2	2	3	3	4	

(C=Compliance, D=Diagnostic, P=Performance); (SS=Self Study, V=Visitation, DA=Desk Audit); (E=Elementary School, M=Middle School, H=High School); (Form=Formative, Sum=Summative); (Quan=Quantitative, Qual=Qualitative); (C=Context, I=Input, P_1=Process, P_2=Product); (G=Growth, E=Equity, F_1=Feasibility, Ex=Excellence); (U=Utility, F_2=Feasibility, P_2=Propriety, A=Accuracy)

RATING CODE: (1) More than Meets (2) Meets (3) Partially Meets (4) Does Not Meet (5) Insufficient Information

[1] See back side of page for Unique Strength Descriptors.

UNIQUE STRENGTHS

A. Provisions are made for adequate training of those responsible for carrying out the evaluation (e.g., visiting team members and/or staff).
B. The evaluation process involves all key stakeholders and calls for participatory decision making.
C. Professional staff evaluation criteria and procedures are examined.
D. The degree to which demonstrated student learning is central to the professional staff evaluation process (a significant dimension of C. above) is considered.
E. The evaluation encourages authentic assessment of professional staff performance.
F. The evaluation encourages authentic assessment of student achievement and development.
G. The data collected encourage achievement on a broad range of high level outcomes.
H. The evaluation considers faculty assumptions and expectations about learning abilities for all students.
I. The level of top administrative advocacy and support for challenging curriculum and instruction is assessed.
J. The degree of administrative and board support for professional risk taking and experimentation is assessed.
K. The evaluation process and product encourage continuous improvement.
L. The purposes and outcomes of staff development are explicitly assessed.
M. The extent, focus, and quality of teacher participation in schoolwide decision making are evaluated.
N. The gathering, analyses, and reporting of longitudinal gains are required.
O. The systematic use of evaluation results to guide interventions is encouraged.
P. The extent of external networking to support instruction at home and at school (e.g., parents, community agencies, business) is evaluated.
Q. An evaluation is made of academic support programs (e.g., tutoring, after school remediation).
R. The evaluation examines opportunities for extracurricular enrichment (e.g., field trips, etc.).
S. The program for student and teacher awards/recognition is assessed.
T. The data/information collected and the required follow-up procedures will lead beyond school improvement to school restructuring as appropriate.
U. Evaluation is tied to efforts to improve schools at the community, district, state, and federal levels.
V. The data gathered contribute to assessing progress toward achieving national goals.
W. Disaggregated data analyses by gender, race, SES, etc., are required.

VI. LOCAL EDUCATION AGENCY MODELS (DISTRICTWIDE, CAMPUS)

Background

The development of models to evaluate individual schools (i.e., campuses) received its major impetus from the research conducted by proponents of the effective schools movement and the school improvement process developed to implement the research findings and the inferred effective schools correlates. Even though this research was begun in the 1970s, school improvement efforts and their corresponding evaluations were primarily a phenomenon of the 1980s, with much of this work continuing to the present.

The major, overriding goal of school improvement efforts across the United States has been to achieve quality and equity in teaching and learning for all students within a school and a school system as a whole. This requires all schools within a district to establish school improvement teams--composed of faculty, administrators, and, sometimes, parents--responsible for developing and implementing a school improvement plan. Unfortunately, it is not a common practice to hold these teams responsible for evaluating their effectiveness. In fact, it is a rather recent development that districts themselves have given serious attention to developing and implementing school evaluation models.

School evaluation models (sometimes referred to as an audit or accreditation process) developed and used by local education (LEA) agencies are gaining in popularity for several reasons: (1) the need to determine the degree to which a school improvement plan is being implemented, (2) the need to examine the degree to which quality and equity have been established or increased within a school, (3) the need to obtain evidence of school effectiveness in terms of student outcomes, (4) the need to determine the presence or absence of the effective schools correlates, and (5) the need to gain insights for school improvement that result in recommendations for possible adjustments in implementation of standards. In addition, some districts conduct local school evaluations (audits) in preparation for a required state accreditation visit.

A significant and powerful influence that is creating a press for the development and implementation of school evaluation models is the growing movement toward school site-based management throughout the United States. Because of the autonomy granted individual schools under this type of restructuring within a district, there is an even greater need to know how school-based management contributes to a school improvement plan.

School evaluation models tied to school improvement, then, are in almost all instances diagnostic in intent and have a formative perspective in their application. In addition, they tend to be evaluations of process and product, with a greater emphasis on the former. That is not to say, however, that summative evaluation decisions are not a goal; i.e., decisions to continue or not continue certain processes in teaching and learning. In spite of these summative intents, however, decisions are often guided by important outcomes with no clear indicators of school improvement or by a focus on a restricted set of measurable outcomes.

Because of the nature of school evaluation and its intent, several issues arise in relation to it. These relate to such things as who should be responsible for developing the school evaluation model and for carrying out the evaluation itself. The concerns here have to do with whether or not local staff (administrators and teachers) have the expertise and the time necessary to develop and implement an evaluation process that meets established standards for such evaluations. The issues of inherent bias in data collection and the desire to present positive results cannot be ignored and has led to the employment of districtwide teams to review, analyze, and verify the data presented in reports of school improvement teams several weeks before visiting a school.

Trends

However school evaluation is guided or conducted, the relatively recent and mounting pressures for schools to identify indicators of quality in teaching and learning, and for broadening assessments of both professional staff and students to encompass the emerging characteristics of "authentic assessment" will force school evaluation practices to change significantly regardless of their level of origin and implementation. School evaluation models developed in support of the effective schools movement and its corresponding school improvement efforts still rely primarily on quantitative data, in spite of considerable reference to quality in the literature. A balance will have to be struck between quantitative and qualitative data in school evaluation models to provide more in-depth meaning to results and thus attempt to meet the demands of American society.

Evidence of quality in our schools will undoubtedly have to be provided, to a great extent, by teachers who can document daily and periodic learner behaviors that would not be recorded through limited observation by external evaluators. The education and training of teachers to develop indicators and implement procedures for assessing all facets of learner behavior is critical to the successful development and implementation of local school evaluation models.

The typology/evaluation matrix for local education agency (LEA) models follows. (See Appendix D for profiles of models listed.) As a group, LEA models focus heavily on diagnostic and performance types/purposes. They tend to be comprehensive, addressing all three levels' foci, and for the most part the models are distinctive for E, M, and H. There is considerable variation across models on interactive linkages. Out of the 15 models, 10 at least "meet" the criterion; and, of these, there are three that "more than meet."

The consistency of ratings within models tends to be greater than consistency across models. That is, a model strong on some characteristics tends to be strong throughout and vice versa. Within Planning/Decision Making, models tend to be strong on context and somewhat weaker on the other three characteristics in this category. LEAs had the highest proportion of models of the four groups, exhibiting unique strengths. A possible reason for this result is the more localized focus of the models, rather than addressing a broad spectrum of schools such as the national models.

TYPOLOGY/EVALUATION MATRIX FOR LOCAL EDUCATIONAL AGENCY MODELS

Origin: LEA	Types/ Purpose (C,D,P)	Process (SS,V,DA)	Levels Focus (E,M,H) (Dist, State)	Intended Focus		Data Focus		Planning/Decision Making				Accountability Strands				Evaluation Standards (META)				System Focus (Inter-active Link-ages)	Unique Strengths[1]
Name				Form	Sum	Quan	Qual	C	I	P_1	P_2	G	E	F_1	Ex	U	F_2	P_3	A		
Ann Arbor, MI	D,P	SS,DA	E,M,H	1	2	2	2	1	2	3	1	1	1	2	1	2	3	2	2	2	E,G,K,N, O,P,W
Charleston, SC	P	SS,DA	M,H	3	2	2	3	3	3	3	2	3	3	3	2	3	2	3	2	4	
Charlotte-Mecklenburg, NC	D,P	SS,DA	E,M,H	2	2	2	2	1	2	2	1	1	5	2	1	2	2	2	2	2	B,G,K
Des Moines, IA	D,P	SS,DA	E,M,H	1	2	2	2	1	2	2	2	1	1	2	2	2	2	2	2	1	B,E,G,K, P,V,W
District of Columbia	C,P	SS,V	E,M,H	2	2	2	3	2	3	2	3	2	3	3	3	3	2	3	3	2	
Mayfield, PA Northeastern Educational Intermediate Unit #19	D,P	SS,V,DA	E,M,H	2	3	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3	A
Milwaukee, WI	P	DA	E,M,H	4	4	2	4	3	3	3	2	3	2	3	3	3	3	3	3	3	
Omaha, NE	C,D,P	SS,V	E,M,H	2	2	2	2	2	2	2	2	2	5	2	2	5	5	5	5	3	
Portland, OR	C,D,P	SS,V,DA	E,M,H	2	2	2	2	1	2	2	2	2	1	2	2	2	2	2	2	2	B,G,K,W
Prince George's County, MD	C,D,P	SS,V,DA	E,M,H	2	2	2	2	1	2	2	1	1	1	2	2	2	2	2	2	1	B,I,K,N, O,P,S,W
Richland, SC	C,P	SS,DA	E,M,H	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	
Rochester, NY	D,P	SS,DA	E,M,H	2	2	2	2	1	1	2	1	2	2	2	2	1	2	2	5	2	B,K,N,T
Saginaw, MI	D,P	SS,DA	E,M,H	2	2	5	2	1	2	2	5	2	5	2	2	2	2	2	2	2	B,K
Spring Branch, TX	D,P	SS,V	E,M,H	1	2	2	2	1	2	2	1	1	1	2	2	2	2	2	2	1	B,G,K,N,W
Wisconsin School Evaluation Consortium (WSEC)	D	SS,V	E,M,H Dist	2	2	2	1	1	2	2	2	2	2	2	2	1	1	1	1	2	A,B,K,O

(C=Compliance, D=Diagnostic, P=Performance); (SS=Self Study, V=Visitation, DA=Desk Audit); (E=Elementary School, M=Middle School, H=High School); (Form=Formative, Sum=Summative); (Quan=Quantitative, Qual=Qualitative); (C=Context, I=Input, P_1=Process, P_2=Product); (G=Growth, E=Equity, F_1=Feasibility, Ex=Excellence); (U=Utility, F_2=Feasibility, P_3=Propriety, A=Accuracy)

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UNIQUE STRENGTHS

A. Provisions are made for adequate training of those responsible for carrying out the evaluation (e.g., visiting team members and/or staff).
B. The evaluation process involves all key stakeholders and calls for participatory decision making.
C. Professional staff evaluation criteria and procedures are examined.
D. The degree to which demonstrated student learning is central to the professional staff evaluation process (a significant dimension of C. above) is considered.
E. The evaluation encourages authentic assessment of professional staff performance.
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G. The data collected encourage achievement on a broad range of high level outcomes.
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I. The level of top administrative advocacy and support for challenging curriculum and instruction is assessed.
J. The degree of administrative and board support for professional risk taking and experimentation is assessed.
K. The evaluation process and product encourage continuous improvement.
L. The purposes and outcomes of staff development are explicitly assessed.
M. The extent, focus, and quality of teacher participation in schoolwide decision making are evaluated.
N. The gathering, analyses, and reporting of longitudinal gains are required.
O. The systematic use of evaluation results to guide interventions is encouraged.
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T. The data/information collected and the required follow-up procedures will lead beyond school improvement to school restructuring as appropriate.
U. Evaluation is tied to efforts to improve schools at the community, district, state, and federal levels.
V. The data gathered contribute to assessing progress toward achieving national goals.
W. Disaggregated data analyses by gender, race, SES, etc., are required.

VII. OVERALL FINDINGS/OBSERVATIONS

In the immediately preceding sections, characteristics of models were discussed by categories as presented in the four matrices. However, there are other ways to analyze models and one such is Richards' (1988) Types/Purpose classifications. Again, according to Richards there are three main types of school evaluation models: those that (1) monitor for regulatory compliance, (2) monitor for instructional diagnoses and remediation, and (3) monitor for school and student performance. The findings presented below follow these types/purposes.

Compliance Monitoring Models

Compliance monitoring will undoubtedly continue to be required to ensure that legal requirements established by the states are being met and to provide information about the implementation of special programs serving youth with special needs. The models developed by national organizations, regional accrediting associations, and most state departments of education are primarily compliance models. They are similar in design and approach, requiring a self-study document to be submitted by school districts to an external agency, followed by an on-site visit by a team of evaluators. These are basically "input" models that focus on quantitative data relating to the number of certified teachers, classified staff, support personnel, their education and training, and their relationship to their professional assignments. In addition, such models require data on financial resources, the condition of the physical plant, and the quality and quantity of instructional and library resources.

Compliance models are designed to comprehensively and accurately meet their intended purposes. Nevertheless, in light of new demands for school improvement and accountability, models emphasizing compliance that require only input data are of little use in meeting the needs of America's schools. Demographic changes in student populations have resulted in more student diversity, and a weakness of compliance monitoring models is that input data alone are too limited to assist schools in serving better those students with unique needs--needs that impact the teaching-learning process.

It can be argued that compliance monitoring is the easiest, least intrusive, and most inexpensive approach to evaluating schools; and these features may provide some attractiveness for the models. But, generally, compliance monitoring does not contribute to meeting the developmental needs of students or the improvement of America's schools, nor does it provide data on outcomes needed to evaluate the total performance of a school and/or a school system. Compliance models, therefore, primarily serve to audit inputs in relation to school resource availability.

Of all the models reviewed, only the Wisconsin model in the State Models Matrix had compliance monitoring as a single Type/Purpose. So, generally, models are not limited to compliance monitoring, and the other Types/Purposes (D, P, or both) make the models more appropriate for evaluating today's schools. In summary, compliance monitoring by itself serves a very limited purpose when interpreted in the context of school and societal needs to be met by school evaluation. In this regard compliance monitoring has a serious limitation.

Diagnostic Monitoring Models

The "effective schools" paradigm is perhaps the most widely used for school improvement efforts in the United States. Practically all of the local education agency (LEA/campus) school evaluation models reviewed focused on the correlates identified with school effectiveness. The diagnostic monitoring models are designed to look at the process being used within a school to achieve established goals and objectives relating to student performance and to contribute information to be used in school improvement plans. This applies whether norm-referenced test results or objectives-referenced test results are used as information sources for student performance. An important distinguishing feature of these models is the disaggregation of data by gender, race, SES, etc. Several of the state models also require that school systems and campuses prepare improvement plans based on school profiles engendered by the management information systems now in place in some states (e.g., Texas). Diagnostic models call for a context analysis of where a school or a district considers itself to be in relation to achieving goals and objectives adopted by the governing body. Schools and school districts can and often do bring in outside consultants to assist in a diagnostic evaluation. More often than not this type of evaluation is self-initiated and not imposed externally. However, there are a number of state and local models (e.g., California; Texas; Indiana; North Carolina; Spring Branch, TX; Omaha; Ann Arbor, MI; Des Moines; Prince George's County, MD) that require their schools to develop school improvement plans based on the effective schools paradigm as a basis for evaluation. Nevertheless, the emphasis is on self-study with a focus on consensus goals and objectives that have been adopted and approved at both the school and district levels.

The strengths of diagnostic models are the commitment of professional staff to school improvement and the shared responsibility it generates among them. In addition, these models are practically required to go beyond the diagnostic stage to look at student outcomes in order to determine whether or not improvement is, in fact, taking place. Diagnostic models, therefore, are primarily formative in nature and attempt to formulate relationships between and among context, input, process, and product for school improvement.

The shortcomings of these models revolve around the amount of staff time required to implement them properly, and the difficulty of "requiring" all staff to agree to adopt whatever instructional approach or working condition that is being considere Also, the information obtained through these processes and the improvement pla derived therefrom may not be of significant value to school improvement due to a lack of fiscal and human resources--a condition that leads to frustration on the part of professional staff who now have unmet expectations. Schools involved in site-based management are invariably tied to diagnostic monitoring when evaluating schools. In practice the evaluations meet with mixed results.

Performance Monitoring Models

Over the past decade, the growing pressures for accountability from state legislative bodies and from state boards of education have resulted in the use of statewide, standardized achievement testing across the United States. The use of such tests has greatly influenced school evaluation practices, with more and more states moving toward performance-based models for evaluating schools while still conducting their legislatively mandated compliance monitoring functions. Recently developed state accreditation models, such as those in Indiana and Texas, which encompass compliance monitoring as well as monitoring student performance outcomes, also evaluate how well a school system or a school meets its established objectives as measures of success and/or failure. Performance models, then, are considered summative in nature but do provide the bases for school improvement in a formative sense, in that they establish new levels of expectations for the subsequent evaluation cycle, but they do not prescribe or suggest how to attain these expectations.

The accountability movement has also influenced regional accreditation agencies such as the North Central Association of Colleges and Schools, which now has two accreditation models--a compliance model and a model that also has performance (outcomes) monitoring. Both models include diagnostic monitoring. Clients have the option of selecting either model. Of special interest in the more recently developed performance models, such as the Texas Education Agency model, the Indiana State Department of Education model, the Spring Branch Independent School District model, and the Des Moines City Schools model, is the push for obtaining disaggregated data so that evaluators can determine the effect of school programs on the various constituencies within schools. It is also interesting to note that, as school evaluation focuses more and more on outcome measures, there is correspondingly less emphasis on compliance issues.

There is little question about the important effect that the accountability movement has had on school evaluation in America. It has raised a legitimate concern about the quality of the product of our nation's educational effort and has forced evaluators to look at important dimensions of schooling that were previously ignored, and to develop new insights, approaches, and tools to be used in evaluating schools. This has been a very important contribution to the field of evaluation, but much remains to be done to ensure that any shifts in evaluation emphasis (for example, from compliance monitoring to performance monitoring) or any new approaches that may be developed are truly positive forces for educational improvement. The education profession is well advised to ensure that key indicators of quality are incorporated into school evaluation models.

Common Weaknesses in School Evaluation Practices

A review of the models included in the typology/evaluation matrices of this consumer report revealed some common or general weaknesses and voids in the models. There was no doubt about which models were stronger overall than others, but the majority of the models, regardless of their intended purposes, suffered from serious deficiencies that need to be addressed if school evaluation in America is to constructively serve the education professionals and youth in our schools. School evaluation will not be reformed overnight. Improved models will be developed through successive approximations toward ideal models, and improvements will come by building on present models, capitalizing on recognized strengths, and eliminating weaknesses.

While the accountability movement has focused attention on the need to develop outcomes-based models of district/school evaluation, the actual development of such models is often skewed by developer bias and perception (e.g., of local outcome statements). Also, inconsistent definitions of what is being evaluated and the meaning of various terms contribute to a general confusion about evaluation. In addition, while new state level standards for local schools are being established at an increasing rate across the country, there is little evidence of ownership at the local level or of a systematic and appropriate response to such directives. As a result, the models now in use generally reflect the impatience of the developers and their penchant for quick fixes rather than systematic improvement.

Self-evaluation efforts, while important and needed, do little to assist the staff in improving its evaluation skills and understanding. This is due to a lack of staff development that includes education and training in school evaluation skills and processes.

The common weaknesses and/or voids common to school evaluation models include the following:

- No clear indication in the majority of the models that evaluators had received any significant training in school evaluation
- Little evidence that evaluations are based on any acceptable and recognized set of standards for evaluating programs or products
- Limited evidence that a systematic approach to school evaluation is understood or practiced

- o Limited attempts to address issues of quality in any meaningful way, including a wide array of considerations not adequately addressed:
  - The content taught in a field/area of study encompasses the most recent advances in the field.
  - The objectives being addressed in a field/area of study are of significant importance, appropriate, and generalizable.
  - The instructional faculty are performing competently in their areas of responsibility, and their evaluations are linked to student performance.
  - Staff development provides the education, training, and follow-up to contribute to excellence in a school.
  - Needs are assessed in a manner that identifies the developmental needs of students above and beyond gaps in achievement levels (e.g., uses qualitative as well as quantitative measures).
  - An assessment uses disaggregated data for all students in all areas of study regardless of race, ethnicity, gender, or disability.
  - Plans for school improvement are assessed to determine if they are realistic, feasible, and will contribute to overall excellence.
  - The data collected include information/data related to authentic evaluations of students and personnel.
- o No indication that a metaevaluation of school personnel evaluation practices was conducted or even suggested.

The above discussion of weaknesses is not intended to imply that evaluation model developers have not worked hard at their task. School evaluation is a complex and comprehensive enterprise. It is impacted not only by educational forces but by political forces within and without the schools. Listing weaknesses and then attempting to eliminate them can be an effective part of improvement. It is with that goal in mind that the above observations were made. Unique strengths of selected models were indicated in the matrices. By capitalizing on those strengths and eliminating, or at least countering weaknesses, efforts to improve school evaluation models can move forward.

VIII. RECOMMENDATIONS FOR IMPROVING MODELS FOR SCHOOL EVALUATION

Schools today are a direct outgrowth of an evolutionary process in teaching and learning that has been based to a large extent on tradition, vested interest, and some mythology about what is best for America's youth. Along the way intermittent attempts to "reform" our schools have emerged and are generally regarded as failures, even though education professionals have placed great stock in what they have done.

At present our country is overrun by attempts to dramatically improve schooling. The current onslaught was spearheaded by the so-called accountability movement that began a press for higher achievement. Students in grades four, eight, and ten are tested in basic skills areas, with some variations that generally include math, science, reading, and English. This approach to school improvement has been sustained and augmented by calls for "restructuring" America's schools in order to break the mold of traditionalism, which is considered the major stumbling block to school improvement.

So far, the major weapons in concerted school improvement efforts have been the widespread use of achievement tests, such as the those developed by the National Assessment of Education of Progress (NAEP), and those developed by individual states, such as the Michigan Assessment of Educational Progress (MEAP). Also, school evaluation conducted by state education agencies is now assuming a major role in school improvement efforts in many states; and, as stated earlier, a growing number of states are now under legislative mandates to reform their school evaluation practices to provide more consistent, discrete, and useful information that can contribute directly to school reform and improvement.

This said, it behooves those concerned with school evaluation to be aware of what has been learned with the hope that developers of new and emerging school evaluation models will pay heed to suggestions for improving current evaluation practices. The discussion below is an attempt to contribute to the improvement of school evaluation with the realization that the recommendations may not apply to all school contexts. Adoption is left to those in the field.

Education and Training

States departments of education can and should participate in educating and training school staff to become better evaluators. When a state model is defined, and especially if its implementation is legislated, a state department of education can provide the necessary education and training for the local staff to enable them to participate constructively in the evaluation process. It may be argued that there is an obligation on the part of the state department of education to provide the necessary training. Texas, for example, has developed a model called the Texas School Improvement Initiative (TSII) in which local administrators and teachers are assembled for a week-long seminar for education and training in the application of the state accreditation model. TSII also provides the basis for the recognition of exemplary schools across the state. This process is given credit for being the most effective tool utilized in encouraging change and school improvement in Texas over the past decade.

Not all evaluation models originate at the state level; but regardless of where a model originates, it is necessary to provide the training for implementation of the model. Developers of the model should make provisions for the necessary training, whether provided by the developers or by an equally competent source. School evaluation often is not one of the most popular issues among educators. A contributing reason for this is that those designated for the task often are not adequately trained nor are they given adequate time and resources. Training is essential and school evaluation should not be undertaken without adequate training, time, and resources.

School/University Partnerships

Cooperative relationships between local school districts/schools and colleges and universities must be developed and improved. Professors with expertise in evaluation must collaborate with school professionals in the development of evaluation models that are effective, efficient, and relevant in meeting the demands for school reform and improved quality. Research relating to authentic indicators of quality must be conducted and directed toward the most pressing problems facing the schools in the United States. Recognition that the school is the most compelling laboratory available to the researcher and that the best research is that that can be directly applied to meet a school's needs must occur. The classroom teacher and local administrator do not have the time, energy, nor expertise to conduct the kinds of research needed to provide the basic information to reform the educational system.

Cooperative governance mechanisms (e.g., principals and teachers) are now being explored and adopted across the country. This often calls for participation in evaluation of school effectiveness by teachers, which means that the professional needs of practitioner candidates have suddenly changed, and the universities and colleges must respond to this new reality by including meaningful instruction in evaluation for their teacher and administrative candidates.

Evaluation and Restructuring

The form of whatever new school structure is adopted should depend on evaluation findings. Of critical importance, however, is that evaluation of local schools and districts should be based on an individual school's improvement and educational plans and desired outcomes so that it is held accountable for those things it indicated it would do rather than some extraneous standards over which the school/district has no control. Local plans must be predicated on a context analysis that generates the information necessary (e.g., needs assessment) to develop the local evaluation plan.

Recommendations for School Evaluation

The following recommendations apply to the development of any school evaluation model. They are an outgrowth of the review of the models submitted for this consumer report.

- While compliance needs can and should be minimized, they will continue to be required as part of the school evaluation process. Regardless, more time and effort should be given to value judgments relating to such issues as quality, equity, and fairness, while reducing data gathering on such things as volumes in libraries, etc.

- The analysis of a school's student population needs will have to go beyond compliance standards and regulations established by federal and state laws and district policies encompassing these mandates. Although compliance requirements will be part of a school site improvement plan, variations or letters of agreement may be necessary to refocus school evaluation models in order to identify trends in student outcomes or performance and to assess a school's success in meeting students' special needs. Therefore, a mechanism must be in place to challenge compliance requirements that present hurdles to getting at issues related to student performance and needs.

- A total systems analysis should be considered in the development of an appropriate school evaluation model for a district or its schools. Databases, established through a systems analysis and designed for each school site, should be the focal point of a school or district's school evaluation model. These databases should reflect demographic information, disaggregated test score results, attendance data, school dropout information, assessed needs, and results of school climate surveys.

- Evaluation models should contain a school improvement component that focuses the evaluation toward outcomes rather than input measures. This component should relate to all domains (i.e., affective, cognitive, psychomotor). Diagnostic evaluations or self-studies by school-based councils (e.g., school site stakeholders) should focus on a systematic view of the effect educational programs have on student academic and social growth. This will mean moving toward an "authentic assessment" of students that relates to a comprehensive set of performance measures and previously assessed student needs.

- School evaluation models should encourage wide participation from those individuals and groups who will be affected by the application of such models. Participation could include principals, teachers, support staff, parents, students, community agency and business representatives. Such involvement will provide different but important perspectives to diagnosing student and school site information, establishing priorities, creating action plans, and will encourage others to assume ownership in school evaluation and improvement.

- Outcome measures should address more than achievement test scores and should contain measures of quality that relate to a broad range of student and professional staff performance and growth. This should include the assessment of resources allocated to programs and the results of such programs serving students in greatest need to ensure educational equity.

- School evaluation should encompass an internal perspective and self-assessment, with steps taken to guarantee that all key players are adequately trained to carry out their assigned roles. A self-study should precede a formal outside visit by at least one year to allow for any corrective actions to be taken prior to an external evaluation.

- A school evaluation model must allow for periodic examination by a properly trained outside review or audit team. This team would be charged with determining whether a school's improvement plan is feasible and doing what it purports to do.

- All evaluation models should contain a strong context evaluation component in order to establish the conditions within which to assess school effectiveness. Models must take into account the fact that educational decision-making occurs within the framework of a school system and its surrounding community. Problems and opportunities facing each school district and its school sites must be identified and evaluated systematically with the acknowledgement of organizational relationships and decision-making consequences.

- There must be a clear understanding of a district's relationships with organizations outside the district (e.g., state department of education) during the model development process.

- The opinions and views of all key stakeholders in a school's evaluation should be assessed. This includes students, parents, the professional staff (teachers, support staff, administrators), the school board, and the community.

- A regular school evaluation cycle should be established, with a comprehensive evaluation taking place every five or six years. Paper audits during the intervening years would call attention to special developments and/or problems that need attention.

- Realistic finances for an evaluation must be included in the school budget.

Selected References

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Appendix A

Profiles of National Models

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	School Climate Survey/Student, Teacher, Parent Satisfaction Surveys
Origin (Sponsor)	National Association of Secondary School Principals 1904 Association Drive Reston, VA 22091
Level	6-12

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

"The model of the school environment developed by the task force goes beyond a simple consideration of school climate to encompass a full range of inputs and outputs to the process of school improvement."

"Successful leadership" begins "at the building level."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation must be an ongoing, building level process that looks at the climate and other variables in and around a school. The climate of a particular school does affect the effectiveness and efficiency of that school.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context, input, output, process
Qualitative - school improvement

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Mainly formative for self-improvement.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid:	Utilizes surveys and measures specific criteria.
Flexible:	The individual school can do all its own scoring and interpretation of the data right in the school.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

NASSP

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

What makes an effective school? What are stakeholder perceptions of a school's culture?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Subscales: Teacher-student relationships, security and maintenance, administration, student academic orientation, student behavioral values, guidance, student-peer relationships, parent and community-school relationships, instructional management, and student activities.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Principals, students, teachers, and parents fill out surveys.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

1. Examiner's Manual. (1987).
2. Sampler Kit: Comprehensive Assessment of School Environments. (Included are the scoring sheets and surveys.)
3. Technical Manual. (1989).

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

This model is an interactive, building level assessment, self-improvement model, designed for use by individual principals and schools.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Self-Study Guide for Catholic High Schools 1981; third printing, 1987
Origin (Sponsor)	The National Catholic Educational Association Secondary School Department Suite 100, 1077 30th St., NW Washington, DC 20007
Level(s)	High school

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

The model is intended to encourage renewal, excellence, and accountability. It is a self-study that explores (1) "The Foundation" (i.e., school philosophy, and The school community: A community of faith), (2) "The Diamond" (i.e., religious program, academic program, student activity program, program of services), and (3) "The Setting" (i.e., school staff, governance and finance, materials of instruction, and school building and equipment).

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"The self-study is a journey to the inner school . . . . It is within the experience of the student that the school does its work, and this is the interior visited by those engaged in the self study . . . . A successful self-study leads to an examination of that experience and reveals ways to improve its quality."

A Steering Committee and subcommittees study "The Foundation," "The Diamond," and "The Setting" as described above.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Primarily Context and Input, some Product. Qualitative and quantitative data are included.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The purposes of self-evaluation are "renewal, excellence, and accountability." "Self-knowledge alone makes the trip worthwhile, but the real purpose of the journey is to discover the direction for school improvement." The process is largely summative.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

The model is rigid when first used, but it can become more flexible as schools decide to "go on their own path." "The faculty must follow these (guidelines) closely at first, but as they get the feel of it they usually break free and create their own path. This is as it should be."

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Standards and criteria represent a synthesis of professional standards drawn from the Middle States Association of Schools and Colleges with the active collaboration of key staff and authoritative Catholic religious documents, including the National Catechetical Directory issued by the National Conference of Catholic Bishops.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. What is the school philosophy and the description of the school community?

2. What are the strengths and weaknesses of programs in the areas of (a) religious program, (b) academic program, (c) student activity program, and (d) program of services?

3. How do the following support (1) and (2) above: (a) governance and finance, (b) school staff, (c) materials of instruction, and (d) school building and equipment?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Description of philosophy (triangle of message, service, community leading to religious nature). Also student profile data (including demographics, achievement levels, education intentions), follow-up data on graduates, parent profile, and high school and broader community.

2. Extent to which school is meeting set of questions/indicators specified in 2a-d above.

3. Listings and narrative descriptions that fall into areas of administration, teaching personnel, support staff, professional staff survey, corporate governance, finances, instructional materials, library and media facilities and services, and school building and equipment.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Self-Study
Visiting team referred to but duties, etc., are not described.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

The National Catholic Educational Association (Secondary School Department). (1981. Third Printing, 1987). Self-study for Catholic high schools (first edition). Washington, DC: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

School accountability and improvement are the intent of this self-study in the areas of school philosophy; school community description; programs in religion, academics, student activities, and services; and school staff, governance and finance, materials and instruction, and school building and equipment. A visitation team is mentioned but not described in this document.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source: Standards for Quality Elementary & Middle Schools

Origin (Sponsor): National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314

Level(s): K-8

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

The objective of this model "is to provide guidelines for constructive change in education." Two purposes are served: (1) "To give states, school districts, boards of education, parents, and citizens in general a means for determining the degree to which schools possess the ingredients for providing quality education" and (2) "To help individual principals assess the quality of their schools, as part of a continuing effort to enhance educational opportunities for their students."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation is "process rather than product" and cannot be used to compare t performance of one school with another. The application of standards will result improved student/teacher performance in the classroom. This is not to replace forma self-study required in regional school accreditation. The recommendation is that both be done.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Mixture, but with process emphasis

Context: Needs assessments and study of climate done

Input: Adequate resources and staffing are to be provided.

Process: Primary emphasis

Product: Student achievement addressed; some interaction is suggested. Qualitative analysis is primary.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Formative: Intended for improvement

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Very flexible

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

There were two NAESP Standards Committees "both composed of selected elementary and middle school educators."
(11 in first group - 1984; 8 in second group including 3 original members - 1990)

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. To what extent are standards of excellence being met in the areas of organization, leadership, curriculum, instruction, training and development, school climate, evaluation and assessment?

2. For standards where improvement efforts need to be focused, what plans are in place for school improvement?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Quality indicators are listed for each of the 21 standards. A checklist scale is used: Always Evident, Usually Evident, Seldom Evident, Not Evident; also, comments or suggestions section for each.
2. Identify how much improvement in a specific standard area (minimal, some, extensive) and assign priority to it; then plan to address it in measurable outcomes.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

This is "a basic instrument for persons or groups interested in working to strengthen our nation by improving the quality of our schools."

Assessment of meeting quality indicators for each standard (Always Evident, Usually Evident, Seldom Evident, Not Evident); provision for comments and suggestions.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

National Association of Elementary School Principals. (1990). Standards for quality elementary and middle schools: Kindergarten through eighth grade (revised edition). Alexandria, VA: Author.

Includes 21 standards, quality indicators for each standard, checklists for each standard's quality indicators, and a planning guide for school improvement.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

This is a process-oriented evaluation. The degree to which a school meets standards in the areas of organization, leadership, curriculum, instruction, training and development, school climate, and evaluation and assessment is assessed. A school improvement plan is then developed based on identified needs and priorities.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source: Accreditation Program

Origin (Sponsor): National Independent Private Schools Association (NIPSA)

Level(s): Preschool, elementary, high school
(for profit) individual school

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

"Self-evaluation and accreditation go hand-in-hand. The object of self-evaluation is the improvement of the school program. Accreditation is an affirmation of the school's commitment of self-improvement and quality." The model involves a self-study followed by an on-site visitation by a team to "verify the school's findings and comment on the school's conclusions."

Two levels of membership exist in this organization: "Affiliate" indicates that a school has received initial recognition and is committed to seeking accreditation, and "Accredited" indicates that "the school is substantially accomplishing its stated goals and objectives and has given evidence it is committed to continued growth and the pursuit of excellence."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"The school conducts a self-study and evaluation of its total program, using as a guide appropriate NIPSA evaluative criteria and appraisal instruments." Evaluations occur at 7 year intervals or when there is a change of ownership of the school.

The school is evaluated "on the basis of the degree to which it is accomplishing the purposes and functions outlined in its own statement of objectives, and on the appropriateness of those purposes and functions for an institution of its type." In addition, evidence must be provided of meeting criteria in the areas of (a) general data, (b) philosophy and goals, (c) organization, (d) curriculum, (e) instruction and learning, (f) pupil services/activities, (g) school staff, (h) parent community, (i) school plant, and (j) finance.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Input: Documentation of adequate provision of instructional program, qualified teachers, materials, school facilities, etc., to meet the needs of all students at the school.

Product: Evidence of student learning suggested in evaluation of instructional program area.

Process: Used to some extent as school goes through self-evaluation and responds to recommendations from the Visiting Committee.

Qualitative and quantitative data are requested.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The model is intended for accountability (i.e., meeting general criteria in 10 areas) and for improvement (ongoing school improvement in response to their own conclusions from the self-study and to recommendations from the Visiting Committee). The model is intended to be both summative and formative.

The purposes of accreditation are "(a) to encourage school improvement through a program of ongoing self-study and evaluation and (b) to validate that the school has sound educational objectives and goals and is substantially accomplishing them."

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

"NIPSA symbolizes and promotes educational pluralism; it recognizes that schools which are quite different can be equally effective in providing quality learning programs."

Criteria in 10 areas are to be used as general guidelines during the self-study. The suggested instruments and procedures may be modified. However, the Visiting Committee part of the process appears to be structured in a more uniform format.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Not stated

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. To what extent is the school meeting its own goals and objectives?
2. What evidence is there that criteria are met in the areas of general data, philosophy and goals, organization, curriculum, instruction and learning, pupil services/activities, school staff, parent community, school plant, and finance?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Review of school's philosophy, goals, and objectives and progress toward them.
2. Documentation of meeting criteria may include copies of school documents planning processes, achievement data, program descriptions, etc. The school may choose how to document progress toward its goals and objectives as well as its current status.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Self-study (often including surveys), visitation committee (observations, interviews with proprietor, staff, students, parents), follow-up planning.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

National Independent Private Schools Association (NIPSA). (1991). Accreditation program. Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Self-study and recommendations from a visitation team are to guide continued effort to accomplish the school's goals and objectives.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Evaluative Criteria
Origin (Sponsor)	National Study of School Evaluation 5201 Leesburg Pike Falls Church, VA 22041
Level(s)	Elementary, middle/junior high, secondary, middle level, K-12, central office, and multicultural-multiracial

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Evaluation of schools for the purpose of self-knowledge and improvement. A three step process of self-study, visiting team or committee, and follow-up to the evaluation.

"Systematic process by which to assess the effectiveness of a school and to stimulate a school and community to establish a planned program of continuous growth so that its school may become progressively better."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation is the process of studying what one has, comparing it with what is expected, and adjusting practices to acquire desired outcomes.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Model is primarily process oriented.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement , accountability, knowledge production, dissemination of good program practices?

Summative with intentions for improvement.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid:	The specific criteria, procedures, and instruments for evaluation are set by NSSE.
Flexible:	Adaptation of evaluation model for individual school usage.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

National Study of School Evaluation

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

Does the school meet the standards set forth by NSSE?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

NSSE standards:* philosophy and goals, curriculum, agriculture, business education, services, school facilities, school staff and administration, and student activities program (sec. level).

* Depending on the level, these may be slightly different.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observation, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Self-study, visiting committee, and follow-up using all resources at the disposal of those involved.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

1. Evaluative Criteria for Middle Level Schools. (1990).
2. Evaluative Criteria for the Evaluation of Secondary Schools. (1987).
3. Evaluation Guidelines for Multicultural/Multiracial Education. (1973).
4. K-12 School Evaluative Criteria: A Guide for School Improvement. (1983).
5. Middle School/Junior High School Evaluative Criteria. (1989).
6. Secondary School Evaluative Criteria. (1984).

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

"Systematic process by which to assess the effectiveness of a school and to stimulate a school and community to establish a planned program of continuous growth so that its school may become progressively better."

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Blue Ribbon Schools: Elementary and Secondary School Recognition Programs
Origin (Sponsor)	U.S. Department of Education Office of Educational Research and Improvement Recognition Division Washington, DC 20208-5645
Level(s)	Elementary and secondary (elementary and secondary programs alternate years); for public and private schools

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

This is a national recognition program designed as a national school improvement effort. Nomination packages are prepared locally to profile individual schools. Nomination forms are submitted by Chief State School Officers (number of nominations from each to reflect the population of the state), Council for American Private Education, Bureau of Indian Affairs, and the Department of Defense Dependents Schools. A National Review Panel and site visitations are used to identify the Blue Ribbon schools.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"There are no fixed standards to be met . . . the quality of each school will be judged in the context of how successfully it is meeting its own goals and how well its programs are tailored to local needs." The school must also "show significant progress in meeting state and national goals and must have attained a standard of overall excellence." Conditions of effective schooling (in leadership, teaching environment, curriculum and instruction, student environment, parental and community support, indicators of success, organizational vitality) guide the selection of schools for recognition.

Each year two special emphases are designated (e.g., in 1991-92, history and mathematics are the areas that are targeted in the elementary program).

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context: "Schools are judged within their own context rather than in direct comparison with all other schools."

Input: Must report amount of time each week devoted to English, mathematics, science, history, geography; resources provided; and student achievement.

Process: Quantitative information is particularly used for fulfillment of eligibility criteria requirements in the elementary program. Quantitative data are also used to describe the demographics of a school. Qualitative data are primarily used to profile the "Conditions of Effective Schooling."

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

"The Blue Ribbon Schools Program is designed as a national school improvement strategy. The intent is to affect improvement through the collaborative self-evaluation required of local school communities that participate and, through the stimulus recognition provides, to continue the pursuit of excellence. Recognized schools serve as models for other schools and communities seeking to provide high quality education for all their students."

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

There are three ways to meet eligibility requirements. Student achievement must be at a certain level, but this can be indicated in terms of actual test scores, percentages of student improvement, or exemplary progress and growth through a fully documented system of evaluation.

A specific instrument is used by the review panel members to indicate their evaluations of a school's documentation. A scale of exemplary; strong, but not exemplary; promising, but insufficient evidence; not exemplary; insufficient or no evidence is used.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

There are no set standards. Each school is judged by a review panel according to progress toward meeting its own goals as well as state and national goals.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Does the school meet the eligibility threshold regarding student achievement? (elementary level)
2. What evidence is there that the "conditions of effective schooling" are being met?
3. What evidence of "indicators of success" are there?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. One of the three student achievement eligibility thresholds must be met (in the 1991-92 elementary program):
    a. "During each of the last three years, 75 percent or more of the students that were tested achieved at or above the 50th percentile in total mathematics and total reading. (Note: 65 percent of those tested is acceptable in any year in which there was an enrollment change of 15 percent or more, excluding first grade or the lowest entering grade above kindergarten for your school.)"

    b. "During the last three years, the percentage of students who achieved at or above the 50th percentile in total mathematics and total reading increased an average of 5 percent annually. In 1990-91, 50 percent or more of the students achieved at or above the 50th percentile."

c. "The school can demonstrate exemplary progress and growth of students as a group as determined by a carefully worked out and fully documented system of evaluation."

2. Indicators of "conditions of effective schooling" in the school in the areas of leadership, teaching environment, curriculum and instruction, student environment, parent and community support, and organizational vitality (elementary and secondary).

3. "indicators of success" such as student performance measures of achievement; daily student and teacher attendance rates; students' postgraduation pursuits; school, staff, and student awards (elementary and secondary).

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Screening at state or other (Council for American Private Education, Bureau of Indian Affairs, Department of Defense Dependents Schools) level. School profile developed (containing information about eligibility, school characteristics, and conditions of effective schooling). National Review Panel. Site visitation (two to each site). A five-member subcommittee reviews and confirms or reverses nominations of whole panel.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Office of Educational Research and Improvement. (1991, April). Blue ribbon schools: Elementary and secondary school recognition programs. Washington, DC: U.S. Department of Education (pamphlet).

U.S. Department of Education. (1991). Blue ribbon schools: 1991-92 elementary school recognition program (nomination requirements). Washington, DC: Author.

U.S. Department of Education. (1990). Review panel instrument - Stage I. (Secondary School Recognition Program). Washington, DC: Author.

U.S. Department of Education. (1990). Secondary school recognition program (nomination requirements). Washington, DC: Author.

U.S. Department of Education. (1990). Site visit report. (Secondary School Recognition Program). Washington, DC: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Individual public and private schools are nationally recognized for effectiveness in meeting local, state, and national goals and in educating all of their students. Elementary and secondary schools are recognized in alternate years.

Appendix B

Profiles of Regional Models

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source: Profile of School Excellence (PRO-S/E)

Origin (Sponsor): Appalachia Educational Laboratory, Inc.
1031 Quarrier Street, PO Box 1348
Charleston, WV 25325

Level(s): Elementary, secondary (whole districts)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

The PRO-S/E is "a diagnostic tool that tells how a school system rates on factors research has shown to be associated with effective schools. The tool . . . uses data from interviews and questionnaires to assess the system's strength in each of 11 characteristics positively associated with effective schools." Data gathering occurs during a 2 or 3 day staff visit to the district. A completed profile and narrative report are presented to the superintendent no more than 6 weeks after data are collected.

An effective school is defined as one where (a) basic skills achievement cannot be predicted from students' socioeconomic status, (b) student attendance is regularly above 90 percent, (3) documented occurrences of vandalism and delinquency are relatively low, and (d) high satisfaction ratings are given the school by all stakeholders.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Because the educational process is viewed as complex, continuous, and multifaceted, characteristics of school effectiveness must be considered in relation to the total environment and to each other.

The degree of strength in each of 11 areas associated with effective schools is determined. The areas are systemwide needs assessment plan; academic objectives; clear understanding of superintendent, principal, teacher, and student expectations; classification of individual roles and responsibilities; conditions and resources for learning; instructional time/task orientation; use of student assessment; system of rewards/reinforcement for students/staff; knowledge of school code; school climate; and parent support and involvement.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Mixture: Context, product, input, process elements used. Qualitative and quantitative data are collected.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The intent of this model is improvement. Both summative and formative evaluation techniques are used. It is also intended that districts become aware of research-based processes and products that will help them strengthen their weaker areas.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Specific instrumentation is used for the surveys and interview forms. However, some open-ended questions are presented in the interviews, and there is some discretion in how a district fulfills portions of the documentation requirements.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

The model was developed to assess strengths in areas that are cited in research literature as essential to effective schools. Pilot testing was carried out to make certain that the variables were, in fact, being measured by the instruments.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

To what degree does the district and its schools show strength in the following areas: systemwide needs assessment plan; academic objectives; clear understanding of superintendent, principal, teacher, and student expectations; classification of individual roles and responsibilities; conditions and resources for learning; instructional time/task orientation; use of student assessment; system of rewards/reinforcement for students/staff; knowledge of school code; school climate; and parent support and involvement?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

The 11 areas are defined on a separate "Definitions" sheet. Further descriptions from the literature are provided on a page entitled "Instructional Process Variables."

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

District data form, school data form, school rating form, superintendent interview, principal interview, student questionnaires, and teacher questionnaires.

The information above is collected by Appalachia Educational Laboratory staff in a 2-3 day on-site visit to the district.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Appalachia Educational Laboratory. (1982). Profile of school excellence. Charleston, West Virginia: Author.

Sanders, J. R., & Shively, J. E. (1984). School Effectiveness: Profile of school excellence. Charleston, WV: Appalachia Educational Laboratory. (ERIC Reproduction Service No. ED 249 228)

Sanders, J. R., Barnette, J., & Vanco, P. (1986). A system for measuring school effectiveness: The profile of school excellence. Charleston, WV: Appalachia Educational Laboratory. (ERIC Reproduction Service No. ED 269 471)

Sanders, J. R., Barnette, J., Osborne, A., Hange, J., & Vanco, P. (1987). The PRO-S/E system for assessing school effectiveness. Development, implemenation, and follow-up. Charleston, WV: Appalachia Educational Laboratory. (ERIC Reproduction Service No. ED 297 026)

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

The degree to which a district has strength in 11 areas associated with effective schools is determined. The process is brief, and feedback to the district occurs quickly.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	MSA: Self-study, Evaluation, and Accreditation
Origin (Sponsor)	The Middle States Association of Colleges and Schools (MSACS) 3624 Market Street Philadelphia, PA 19104
Level(s)	Elementary, middle, secondary, higher education, special education, and Catholic schools

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

"Assisting member and candidate institutions in carrying out their particular educational goals and improving the effectiveness of each institution." According to the MSACS, "Modern accreditation is an activity, not a status." MSACS also believes that self-knowledge is greatest when the school community has a vision or concept of the school's future.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"Evaluation is a peer review conducted by a visiting team."
Evaluation is a continual, never-ending process.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

The accreditation process is quantitative in nature but strives for self (School) study to show qualitative outcomes.

Mixture

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Summative: Evaluation of whole institution, not just part, but calls for improvement process for the school.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid: Standards of Commission

Flexible: Each school is evaluated individually, and deviations are factored into the final decision.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Commissions: Elementary, Secondary, and High Education; The Middle States Association

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

Does the school meet the standards?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Association standards relating to philosophy and objectives; educational program; learning media services; student services; student activities; school facilities; school staff and administration; and finance

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observation, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

1. Self-study done by Steering Committee that works with the school.
2. Visiting team to perform an objective evaluation.
3. Action plan also done by the Steering Committee, school's improvement plan.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Commission on Elementary Schools

1. The Assembly Guide for Catholic Schools. (1989).

2. The Assembly Guide for Special Education. (1987).

3. The Assembly Guide for the Self-study, Evaluation and Accreditation of Elementary/Middle Schools and School Systems. (1988).

4. Leadership at the Summit. (1990).

Commission on Secondary Schools

1. Middle States Association of Colleges and Schools. (1987).

2. Policies and Procedures Manual. (1988).

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

1. Clarity, intensity, and unity are factors of quality schools.
2. Focus developmental energies and place them in a programmatic organization.
3. Internal capacity to control own quality and direct own improvement are paramount.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	NCA Standards for Accreditation
Origin (Sponsor)	North Central Association of Schools and Colleges Arizona State University Tempe, AZ 58287-3011
Level(s)	Elementary, middle, secondary; unit; optional and special function; vocational and adult; and college preparatory schools

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

"A school that can meet the accreditation standards of the Commission is ensured of having the human, fiscal, physical, and procedural resources necessary to develop a quality program; however, it is the responsibility of the school staff to use those resources cooperatively and creatively to achieve the level of excellence to which they aspire." NCA believes that "every school has the potentiality for excellence."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"Evaluation is an effort of the school to determine the degree to which its performance matches the prime objectives it has established for itself. The evaluation should generate plans for improvement and change that will make the school a better place for young people to grow in, to live in."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

A quantitative way of evaluating a school. A mixture of input/output data are used to determine if all standards are met. The outcome product, hopefully, is quality education from the school or college.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Purpose is summative in that a determination is made of a school's accountability and plan of improvement to provide the best possible education.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid: Standards for each type or level of school accredited.
Flexible: Each school is evaluated on its own.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Commission on Schools, North Central Association of Colleges and Schools

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

Does the college or school meet all the standards (requirements)?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

The standards included in the handbooks for each school level.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observation, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

School prepares report; visiting team makes observations and checks records.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

1. Policies and Standards for College Prepatory Schools. (1990).
2. Policies and Standards for Elementary, Middle Level, and Secondary Schools. (1990).
3. Policies and Standards for Optional and Special Function Schools. (1990).
4. Policies and Standards for Unit Schools. (1990).
5. Policies and Standards for Vocational and Adult Schools. (1990).

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

NCA believes that if a school has the available resources and capable personnel, the "school has the potentiality for excellence." NCA pushes a school to resolve to be excellent and have a vision.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Outcomes Accreditation
Origin (Sponsor)	North Central Association Commission on Schools Arizona State University Tempe, AZ 85287-3011
Level(s)	All levels (individual school based, provision for several schools from one district

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Student success is the focus. A successful student demonstrates knowledge and skills in a variety of ways; the student also develops personal qualities and personal values. A school's focus must be on success for all students.

This is "an outcome-oriented accreditation process focusing on student success, efficiency and quality-with-equity programs and requiring the school to document . . . the success with which the school is achieving specific learning outcomes it has established for itself." Both traditional and OA standards are to be met. Emphasis is on student outcomes, high staff expectations, and on learning by all students.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"OA is an accreditation option based on the school's documentation of the achievement of its goals and increased student success through the provision of quality-with-equity programs of education for all students."

The OA process consists of a number of steps undertaken in a certain sequence. Establishment of committees (district coordinating committee - if several buildings will use the process, school OA steering committee, initial committees, self-study committees in target areas for study); selection of a resource specialist; collection of information about the school and community; development of the school's mission statement, belief statement, and performance outcomes; selection of target areas for study and improvement; series of visits by the OA team (representing the NCA);

selection of subgroups for study; establishment of student performance expectation in each of the target areas; selection of performance measures (from wide variety of assessment instruments and techniques); gathering baseline data and determination of discrepancies between current and desired levels of performance; development of a school improvement plan; implementation of the school improvement plan; documentation of student progress (student achievement, indicators of satisfaction with the school and its program and changes in attitudes and levels of satisfaction, indicators of effective-school practices, assessment of the equity aspects of the school program). The above is meant to be a continuous cycle.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Qualitative and quantitative data are to be included. Emphasis is on process and product (outcomes) in this model. Context and input are addressed to some extent in meeting the required traditional standards for the appropriate level of school.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The model is primarily formative; improvement is its intent. "OA activities are useful (a) in confirming the excellence of the school in attaining certain goals and (b) in analyzing and reinforcing aspects of the program in which the staff believes higher levels of student success are possible."

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

All traditional and OA standards must be met, or documentation of the effectiveness of alternatives must be indicated. The individual school OA committee establishes specific learning goals in target areas that it has identified; there is much room for flexibility. There is flexibility in measurement instruments to be used as well.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

The North Central Association of Colleges and Schools (Commission on Schools) has established standards for the type of school (traditional accreditation) and the standards for OA schools.

Criteria for meeting the standards in the OA process is set by the individual school committee (with input from an external visitation team and internal or external resource specialist).

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Are all our students learning?

2. How do we know they are learning?

3. What changes need to be made in our program so that all students will be successful?

4. Is our program a quality program (e.g., Are students who come to school with educational disadvantages achieving at the level of their capabilities? Are educationally advantaged students achieving at the level of their capabilities? Is there evidence that teachers have high expectations for every student? Are resources being provided to assist students in overcoming whatever educational deficits they may have brought to the school)?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Indicators include documentation of meeting NCA standards for the particular type of school and NCA OA standards.

2. Indicators in the areas of student achievement, satisfaction with the school and its program and changes in attitudes and levels of satisfaction, effective-school practices, and assessments of the equity aspects of the school program are to be included.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

"The process involves (1) planning, (2) a self-study, (3) visitations by a resource team, (4) implementation of an improvement plan, and (5) documentation of improved student learning." There is a 1-2 year preparation process before initiating the three/four year cycle. Beginning schools identify problems or concerns and make decisions regarding target areas for study and host the initial visitation by the resource team. Aside from "Mission and Beliefs" and "Schools and Community" self-study committees (or topics), most schools select three cognitive target areas and two affective target areas (number may vary).

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Commission on Schools. (1989). Outcomes accreditation: A focus on student success. A handbook for outcomes accreditation schools (Second Edition). Tempe, AZ: North Central Association of Colleges and Schools.

Commission on Schools. (1990). Outcomes accreditation: A focus on student success. The OA Series. (Eleven monographs describing components of the outcomes accreditation model). Tempe, AZ: North Central Association of Colleges and Schools.

Commission on Schools. Outcomes accreditation: Focusing on student success. (pamphlet). Tempe, AZ: North Central Association of Colleges and Schools.

Horwitz, R. J., & Marzano, R. J. (1985). A study of assessment techniques and underlying constructs for the NCA competencies. In Some resources available to help the school assess student performance in cognitive and affective areas: Two annotated bibliographies. Tempe, AZ: North Central Association of Colleges and Schools.

Kocher, A. T., & Belton-Kocher, E. (1985). An annotated bibliography of resources pertaining to the assessment of student performance in the cognitive, affective and psycho-motor areas. In Some resources available to help the school assess student performance in cognitive and affective areas: Two annotated bibliographies. Tempe, AZ: North Central Association of Colleges and Schools.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

This is an outcomes model that is based on "the school's documentation of the achievement of its goals through the provision of quality with equity programs of education for all students." NCA and NCA OA standards are to be met.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Accreditation and Evaluation
Origin (Sponsor)	New England Association of Schools and Colleges The Sanborn House 15 High Street Winchester, MA 01890
Level(s)	Public elementary, middle, secondary, independent schools, colleges, overseas, vocational, technical, and career institutions

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Self-evaluation and third party evaluation are used to assess the quality of education. "The goal is to maintain quality education for the entire student population."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"Evaluation is the process during which a school conducts a self-study and then hosts a Commission visiting team which evaluates the school in terms of its stated goals and the Commission's Standards for Accreditation."

EVALUATION TYPE(S)

What indicators need to be assessed to address the evaluation questions?

Standards for accreditation relating to philosophy; curriculum and instruction; student services; educational media services; administration, faculty, and staff; school facilities; community support and involvement; school climate; assessment of educational progress.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observation, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

1. Self-study done at school by Steering Committee

2. Visiting committee evaluation, which uses observations, interviews, questionnaires, etc.

3. Follow-up progress reports

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

1. Accreditation Handbook. (1990).

2. Manual for School Evaluation. (1981).

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

When a school has met the standards set forth by the accreditation, maintains those standards, and improves its educational program, it has taken the steps needed to be a quality educational environment for students.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source Standards for Accreditation (1988)

Origin (Sponsor) Commission on Schools
Northwest Association of Schools and Colleges
Boise State University
1910 University Drive
Boise, ID 83725

Level(s) High, junior high, elementary, special purpose, K-12

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

"The purposes of the Northwest Association are to:

1. Advance the cause of education in the schools and colleges of the Northwest.
2. Develop educational policies and activities which will extend and improve educational opportunities and services.
3. Develop criteria of evaluation which will continuously stimulate, evaluate, and accredit vital educational effort.
4. Promote cooperative relationships among colleges and schools in order to attain these ends."

Although the association has specific standards, it should be flexible enough to provide for "variations with a common framework of preconditions for quality education."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

An effective school provides for programs and services while providing a plan of continual improvement each year. A school needs to evaluate itself each year with a metaevaluation at least once every 10 years.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context: Annual report filled out by the school building each year.
Process: The local school has freedom to design its own program.
Product: Plan for improvement is required.
Quantitative: The Association makes sure all requirements are being met.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Summative: The school as a whole is evaluated.

Intended for accountability and improvement in each member school.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid: Specified procedures and criteria to follow for granting of accreditation.
Flexible: The purpose and programs of each school are taken into account (deviations).

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

1988 Standards Committee
Commission on Schools Northwest Association of Schools and Colleges

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. "Minimum requirements which have been substantiated by research experience, or judgement of educators as basic requirements for satisfactory programs of education."
2. "Recommendations which represent desirable goals for all schools."

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Association standards: Relating to Educational Program, Pupil Personnel Services, School Plant and Equipment, Instructional Media, Records, Quality and Improvement of Educational Programs, Preparation of Professional Personnel, Administration, Teacher Load, and Student Activities.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observation, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Steps and procedures for member schools

New Member: Must complete official application, annual report, and certify that in the last 3 years the school has conducted a self-evaluation using the Evaluation Criteria of the National Study of School Evaluation or some other means of self-evaluation approved by the State Accreditation Committee. Also, a visiting committee must review all documentation, which must also be submitted to the State Accreditation Committee.

Current Member: Annual report must be completed by October 15 each year, and once each 10 years a self-evaluation using Evaluation Criteria must be done.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

1. Standards for Accreditation: High Schools, Junior High/Middle Schools, Elementary Schools, Special Schools, K-12 Schools. (1988).

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Standards and procedures should be sufficiently flexible to provide variations within a common framework of preconditions for quality education.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Standards for Accreditation
Origin (Sponsor)	Southern Association of Colleges and Schools 1866 Southern Lane Decatur, GA 30033-4097
Level(s)	Colleges, occupational educational institutions, secondary, elementary

APPROACH*

What is the model's pervasive orientation? What is the essence of the evaluation model?

Original: To encourage standardization of school programs throughout Association boundaries.

Today: To stimulate improvement, analyze a school's strengths and weaknesses, predict future needs, and plan educational programs to meet those needs.

* Individual school is the basic unit for school improvement.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

The focus is on quality through the use of self-study, visiting committee and peers, and the utilization of data in the implementation of programs and services for the total school community.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Input/process: Looks at input data and their use for evalution of quality of education.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Summative: Accountability of school is monitored and steps for improvement are recommended.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid:	Standards for accreditation
Flexible:	Individuality of school is permitted in self-studies

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Southern Association of Colleges and Schools with input from representatives of the accredited schools.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Does the school meet the standards for accreditation?
2. What programs and services are in place to serve the school community?
3. What plan of improvement does the school have?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Standards * ("principles") as they relate to purpose and philosophy, instructional program design, governance and organization, personnel, services, plant operations and facilities, finance and business operations.

* Standards are slightly different for specific school level.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observation, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

School performs a self-study, visiting committee evaluates and validates the school's self-study report.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

1. Accreditation: Assuring Quality Through School Improvement. (pamphlet) Commission on Elementary Schools.
2. Accreditation -- The Pathway to School Improvement. (1989). Commission on Secondary Schools.
3. Guide to Initial Accreditation of Schools and School Systems. (1989). Commission on Elementary Schools.
4. Policies, Principles, and Standards for Schools and Accredited by the Commission on Elementary Schools (For Use as a Checklist During the 1991-1992 School Year).
5. Evaluative Criteria - National Study of School Evaluation

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Accreditation "means that there will be a responsible balance between stability and innovation."

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source: Procedures for Appraising

Origin (Sponsor): Western Association of Schools and Colleges
1606 Rollins Road
Burlingame, CA 94010

Level(s): Elementary, secondary, continuation high school, regional occupational centers and programs, and overseas schools

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Purpose is to foster excellence, encourage school improvement, and "ensure a school and its public that the school has clearly defined and appropriate educational goals and objectives."

"The primary goal of evaluation and accreditation is the self-improvement of the school."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

The process of evaluation "should be concerned with the nature, scope, and effective teaching of individual courses, and also with their interrelationship in the curriculum."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Process of evaluating self, visiting team evaluation, and follow-up evaluations to determine whether a school has resources in place to provide services.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Summative: Self-improvement of the school through evaluation and accreditation.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid: Association criteria
Flexible: Individual schools have differences that are allowed for.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Western Association of Schools and Colleges

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Does the school meet the criteria of the Association?

2. Is there a plan for improvement?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Criteria that the Association has established for school to meet:

1. Philosophy, Goals, and Objectives
2. Organization
3. Student Support Services

4. Curricular Program
5. Co-Curricular Program
6. Staff
7. School Plant and Physical Facilities
8. Finance

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observation, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

School self-study involving the entire staff and visiting committee.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

1. Procedures for Appraising Overseas Schools. (1989 ed.)

2. Procedures for Appraising Regional Occupational Centers and Programs, Criteria Approach. (1989 ed.) Form II.

3. Procedures for Appraising the High School Criteria Approach Form. (1986 ed.).

4. Pursuing Excellence: Procedures for Appraising California Public High School. (1991 ed.).

MOST OUTSTANDING FEATURE(S)

What main points characterize this model?

"The primary goal of evaluation and accreditation is the self-improvement of the school."

Appendix C

Profiles of State Models

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Alabama Performance-Based Accreditation System
Origin (Sponsor)	State of Alabama Department of Education Gordon Persons Bldg., Room 5035 50 N. Ripley Street Montgomery, AL 36130
Level(s)	All (school system is unit of accreditation)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Accreditation is now required of all school systems in the state. The local education agencies (LEAs) are measured against 21 student performance standards and 44 system/school accountability standards (some required, some "developmental" - i.e., highly desirable). (There is a phase-in schedule for implementation of the standards and information about appropriate documentation to use; definitions of terms are also included as appropriate.)

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"Accreditation is the process by which a school system is recognized as having attained certain prescribed performance levels, and accreditation standards specify the minimum performance expectations . . . Thus, an accreditation system is an accountability tool that represents goals valued by the public."

The degree to which an LEA meets student performance standards, required system/school accountability standards, and developmental accountability standards is determined through annual reporting and confirmation by a visiting review team on a 5-year cycle.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Input:	Meeting of system/school accountability standards
Product:	Student performance outcomes

Quantitative and qualitative measures used.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Primarily summative (used for accountability). Some formative (used for improvement, to bring school systems up to "Accredited-Clear" status).

This model is designed to (a) provide for verifying and reporting levels of compliance with accreditation standards; (b) provide for participation of the total school community in achieving required compliance; (c) serve as a vehicle for the continuous assessment and improvement of educational programs; (d) promote educational equity; (e) inform the citizens regarding the status of public education, system by system; (f) increase the performance level of students; and (g) engender support for public education.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Quite flexible (e.g., each student performance standard can be met either through reaching the goal or through showing improvement). However, specific tests are to be used. There is more rigidity in how required accountability standards are to be met.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

A Performance-Based Accreditation System (PBAS) Task-Force (educators and other interested people) working as five subcommittees drafted the standards. A Steering Committee (subcommittee chairs plus Task-Force Chair and Vice-chair) advised the State Department of Education on the development of procedures and practices necessary to implement the standards. Impact study was done in 1989-90 with 10 school systems. 1990-91 was Notice Year (local officials conducted a self-assessment "against" the standards). Phase-in of standards to be completed by 1993-94.

State Accreditation Commission appointed by State Board of Education. Ten members (one from each state board district and two from state at large, representing educators, building-level administrators, system-level administrators, training program professors, LEA board members, PTA members, and business personnel). Meets minimum of 4x/year in regular session to grant accreditation status to school systems and review complaints.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. To what extent does the school system meet student performance standards?
2. To what extent does the school system meet required system/school accountability standards?
3. To what extent does the school system meet developmental system/school accountability standards?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Suggested documentation as evidence of compliance is included with each standard.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Annual report from all local education agencies; if it appears that change in accreditation status may be indicated, SDE staff will gather information for review by the State Accreditation Commission.

On-site review by teams (on a 5 year cycle) to verify data reported annually by the LEA. Phase-in planned to coincide with existing special education, vocational education, and counseling program reviews.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Alabama State Department of Education. (1991, April). The Alabama performance-based accreditation system manual (DRAFT). Montgomery, AL: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

This model is to be used for accountability and for improvement. Standards in the areas of student performance, required system/school accountability, and developmental system/school accountability are to be met. Each Alabama school system is required to be accredited through this process.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source: Program Quality Review (PQR) Process

Origin (Sponsor): California Department of Education
7 1 Capitol Mall
P.O. Box 944272
Sacramento, CA 94244-2720

Level(s): Elementary, middle grades, high school
(individual school)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

"The program quality review process is designed to evaluate the effects of curriculum, instructional methodologies, and effective strategies on students; guide the development of an action plan; and provide a model for a school's self-study."

The quality criteria serve as the foundation for the school improvement processes of planning; implementation; self-study; and program quality review (PQR). This in turn leads to positive outcomes (School Performance Report).

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Planning: A school's current program is compared with the quality criteria, "matches and gaps" are identified, specific change initiatives are developed based on the findings.

Self-study: After approximately 3 years of implementing the plan, a self-study of all aspects of the school program is again conducted in comparison with curricular and school-wide quality criteria.

Program Quality Review (PQR) Process: This is conducted by an outside team, again identifying "matches and gaps" and possible plans for better alignment with the criteria.

Action Plans: Plans are based on formal recommendations from the outside team developed collaboratively by the team and the school's leadership team.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The model is both summative and formative. It is primarily intended for improvement. (Planning documents are considered to be working documents; changes are to be made as needed.)

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

There is much flexibility in this model. Schools are to be evaluated "against" a set of standards for "matches and gaps." Through self-evaluation and on-site review, action plans are determined. Suggestions for types of documentation to use are included. Decisions about what to include are made locally.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

The standards have been established in several California State Department of Education documents, most notably the California curriculum frameworks. Department staff and field consultants have synthesized the information into descriptions of ideal programs.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Where do "matches and gaps" exist between the school's programs and the quality criteria?
2. What action plans are needed to better align the school programs with the quality criteria?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Annual school performance reports, locally developed indicators of success, recommendations of the most recent program quality review, results of California Assessment Program and other norm-referenced tests (aggregated and disaggregated data), and qualitative data on student learning and the school program such as those listed in the Quality Criteria for High Schools.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Data are obtained from the school profile, self-study, and by site visitation team through observations; interviews of students, staff, others; review of documents; and an analysis and synthesis of what students are learning and a review of any pertinent information.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

California Department of Education. (1990). Quality criteria for elementary schools: Planning, implementing, self-study, and program quality review. Sacramento, CA: Author.

California Department of Education. (1990). Quality criteria for middle grades: Planning, implementing, self-study, and program quality review. Sacramento, CA: Author.

California Department of Education. (1990). Quality criteria for high schools: Planning, implementing, self-study, and program quality review. Sacramento, CA: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Quality criteria (high standards) serve as the basis for school improvement efforts including planning, implementation of plans, self-study, and program quality review. These efforts, in turn, are intended to lead to positive outcomes (School Performance Report). Participation in the program is required for any school receiving state or federal categorical funding (i.e., most elementary, all middle schools, 70 percent of the high schools).

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	District Progress Toward the State Education Goals
Origin (Sponsor)	Colorado Department of Education 201 East Colfax Avenue Denver, CO 80203
Level(s)	All (district)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Two items are required of every district annually: (1) results of district annual improvement plan and (2) executive summary (one page report in a prescribed format). This "can be included in annual report to public."

(There are no state-mandated models, but school evaluation is required. Many use I/D/E/A model; some use North Central model.)

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Assessments of different types are encouraged (e.g., performance-based portfolios, writing assessments, or measures of higher order competency). There is a Colorado Department of Education Resource Guide identifying a variety of performance-based assessment strategies.

An "effective accountability program focuses on asking the right questions, choosing right indicators of student performance, and reporting results to the right audience."

"The Department of Education intends that accountability be a tool for the use of teachers in demonstrating credibility and responsibility." "The purpose of student assessment is to provide accountability to various publics while allowing students to guide their own learning and helping staff to prepare learning situations."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Mixture:	Some product, context (needs assessments), process, interactive (as determined by district).

Quantitative and qualitative evaluation acceptable.

Each district develops its own accountability program tailored to its own community. "Colorado's public education accountability program emphasizes (1) public disclosure of a school's educational outcomes and (2) school improvement planning which significantly involves the community."

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Summative:	Summarizing progress toward goals each year.
Formative:	Used to develop new year's school improvement goals.

Accountability and improvement are the primary uses. The intention of sharing good program practices may result from the Educational Excellence program.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Very flexible. The only rigidity is that reports must be in a specific format.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Standards are established by local school districts for the most part. The State Board of Education establishes statewide goals in graduation rate, attendance rate, and student achievement.

There is an 18 member State Advisory Accountability Committee (a legally constructed body appointed to assist the state Board of Education in an advisory capacity on matters of accountability, accreditation, and policy development).

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. To what extent is the district meeting state goals in graduation rate, attendance rate, student achievement?
2. To what extent is a district showing progress toward equity?
3. What other student progress can be highlighted?
4. To what extent is a district meeting local school improvement goals?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Outcome data (narrative and quantitative) against local goals.
2. Narrative and/or quantitative report of progress toward equity.
3. District demographics collected (race/ethnicity, number of schools, dropout rate, attendance rate, per pupil operating revenue, assessed valuation per puil, general fund mill levy, free lunch rate, pupil-teacher ratio).

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

School district profiles (demographic information), data on graduation rate, attendance rate, student performance, and progress toward equity. Districts select own methods for most part.

Suggestions are given in the Colorado Department of Education Resource Guide for a variety of performance-based assessment strategies including teacher observation, anecdotal assessments, interviews, participation, peer report/group evaluation, student products, questioning, student self-assessment, task or performance assessment, writing samples, etc. (See Guide in file.) Districts select from the suggested strategies.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Gilbert, J. C., & Burger, P. (1990, April). Performance-based assessment resource guide. Denver, CO: Colorado Department of Education. (revision being done summer, 1991).

Silverstein, J. E., Archuleta, E., Ellis, A. J., & Randall, W. T. (1989-90). A handbook for Colorado educational accountability: Community vision: Sharing responsibiity for success. Denver, CO: Colorado Department of Education.

Silverstein, J. E., Archuleta, E., Ellis, A. J., & Randall, W. T. (1990, September). District progress toward the state education goals. Denver, Co: Colorado Department of Education.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

A cyclical process operates. School improvement goals are set in at least the areas of graduation rate, attendance rate, student achievement, and equity. Progress toward attainment of the goals is evaluated (and reported in a specified format). New goals are then set. There is much local autonomy.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Connecticut School Effectiveness Project (& Strategic School Profile Forms)
Origin (Sponsor)	State of Connecticut Department of Education Box 2219 Hartford, CT 06145
Level(s)	Elementary & secondary (voluntary, individual school)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

The State Department of Education's School Effectiveness Unit guides the school through the implementation of a school effectiveness process. Schools given priority assistance are those with a student population of at least 25 socioeconomically and/or educationally disadvantaged students. Technical assistance is most often given until there is (a) satisfactory completion of at least three action plans, (b) institutionalization of the school-based planning process, and (c) significant progress toward mastery of the intended curriculum by all students.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Strengths and concerns are identified through a comprehensive school assessment process. Faculty, parent, and student opinions about presence of school effectiveness characteristics are identified by questionnaire. Student achievement outcome data are gathered and analyzed by social class subgroups. Archival data such as school policies on discipline and attendance, curriculum goals and objectives, and school monitoring are analyzed. School improvement action plans are determined based upon needs identified in the assessment process. Action plans are implemented, and results are compiled to determine the extent to which objectives are achieved. Progress is reported annually, and action plans are revised.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context:	Needs assessments
Input:	Equity for all students
Product:	Outcomes
Process:	Ongoing school improvement cycle

Quantitative data primarily collected; some qualitative analysis in assessment process.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The purpose of the evaluation model is to help schools institutionalize the School Effectiveness Process. The goal is to have a school "develop the internal capacity for self-renewal through continuing self-assessment, critical analysis, shared decision-making, and focused problem-solving."

The model is both formative and summative. The model is intended primarily for improvement but also serves an accountability function.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

It appears that there is much flexibility throughout the process. An Action Planning Team is to be identified in the school; it determines the action plan based upon findings in the assessment. The Task Force(s) implements the action plan. School staff members decide who is to serve on these committees. The Department of Education staff members are specially trained to provide technical assistance to schools that decide to implement the School Effectiveness Process. A variety of student outcome measures is suggested.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

The individual schools set their own goals based upon findings in the assessment process. Suggestions for types of evidence to support student outcomes are provided by the Department of Education.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. To what extent are characteristics of effective schools present?
2. Is equity (i.e., when all students have maximum opportunities to learn regardless of race, gender, socioeconomic status, or prior achievement) present?
3. How can the School Effectiveness Unit help with orientation, data management, planning and evaluation, resource coordination, and implementation assistance?
4. Are students learning the intended curriculum? What are student outcomes?
5. Does the school have the internal capacity for self-renewal through a continuing cycle of self-assessment, critical analysis, shared decision-making, and focused problem-solving?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Opinions of faculty, students, parents
2. Enrollment information and descriptions of program offerings and policies
3. Assessment of where a school is with school effectiveness efforts and what help is needed
4. Student outcomes
5. Is school-based planning process institutionalized? Have several action plans been designed and implemented?

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Comprehensive School Assessment Completion of Connecticut School Effectiveness Questionnaire(s) by faculty (and students and parents where appropriate); student outcome data from norm-referenced and criterion-referenced tests; study of archival data such as school policies on discipline and attendance, curriculum goals and objectives, and school monitoring instruments.

Action Planning Team Decides on action plan to meet needs identified in the assessment.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

School effectiveness unit. (1990, October). A guide to the Connecticut school effectiveness project. Connecticut State Department of Education: Bureau of School and Program Development.

Villanova, R. M., Gauthier, W. J., Jr., Proctor, C. P., Shoemaker, J., Freedman, H. E., Lappert, R. E., & Waterman, H. T. (1981; revised, 1989, October). The Connecticut school effectiveness questionnaire. (Pilot edition). Hartford, CT: Connecticut State Department of Education.

(Strategic School Profile forms scheduled to be implemented in 1992 for use by districts and individual schools.)

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

The intent of this model is to help schools become more effective by "developing the internal capacity for self-renewal through continuing self-assessment, critical analysis, shared decision-making, and focused problem-solving." The cycle should be continuous, and "significant progress toward mastery of the intended curriculum by all students" should result.

ADDITIONAL INFORMATION

Strategic School Profile forms are being developed for implementation in 1992. They will be used by districts and individual schools to report information to the public. Data will be provided by the Connecticut State Department of Education and by the local district and/or school.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Delaware Effective Schools Process (Draft Copy)
Origin (Sponsor)	Delaware Department of Public Instruction The Townsend Building P.O. Box 1402 Dover, DE 19903
Level(s)	Elementary, middle level, high school Individual School-Based Model

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

This is an ongoing school improvement process (with on-site review by the State Department of Public Instruction once in a 5 year period [Review was mandatory in past 10 years; new process is voluntary, at least in 1991-92]).

The goal of the revised process is the "establishment of new norms in a school culture which value information and which create corresponding practices of ongoing, systematic data collection and use." The goal is "school capacity-building for independent self-improvement."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"Through a process of assessment and planning, and the implementation of an annual site-generated school effectiveness plan, the ultimate goal of the Effective Schools Process will be to increase the overall level of student achievement for all students." This process is a "self-evaluation tool which requires the school staff to provide open and honest answers about the school's operation."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Qualitative and quantitative evaluation processes are intended to be used. "The more traditional collection of data on school inputs and aggregate pupil outcomes will be replaced in this plan by information on important process interactions in the school and comparative outcomes for specific sub-populations of students . . ."

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

"This evaluation should be viewed as a formative process which looks in depth at what has happened in the school since the inception of the effective school process and examines important short range outcomes. It is a second generation assessment to be used by the staff for determining progress to date, making refinements and improvements in action strategies, and developing plans for new initiatives."

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

The model is flexible. There are many ways to show school effectiveness. Building teams are to prioritize needs and subsequent actions based on data. Certain disaggregated test score data are to be used, however.

"The following questions are intended to guide your analysis of the correlates and items (questions) in the Delaware Effective School Questionnaire. While the Effective School planning Team is to be guided by the numerical values, the final decision as to the importance of any rating should depend on the collective judgement of the Effective School Planning Team."

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Program Standards for Delaware Schools are "grounded in effective school research." The Department of PI is working on the identification of "instruments and procedures to operationalize the attributes identified by the research and practice review."

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. To what extent has student achievement changed during the implementation period?
2. To what extent have action plans been implemented?
3. To what extent have the characteristics (correlates) of effective schools changed during the implementation period?
4. To what extent has the implementation of action plans promoted change in school practices, climate and achievement?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Parent, student, staff opinions; state and local achievement test results; organizational health survey results; existence of school planning team (including staff and parents); existence of plan for improvement and team monitoring actions taken.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

The new process, includes these steps: (a) district orientation; (b) establishment of Effective School Planning Team; (c) administration of written surveys; (d) analysis of survey and test data; (e) action planning and implementation; (f) evaluation. Activities are identified for each step.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Delaware Department of Public Instruction. (1991). Delaware effective schools process (Draft). Dover, DE.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Meeting minimum criteria for the effective school correlates or descriptors for organizational health factors provides "a possible means for a school to analyze its current conditions and to set goals." This analysis is a beginning step in school improvement.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Georgia Comprehensive Evaluation System
Origin (Sponsor)	Georgia Department of Education Office of Instructional Services Twin Towers East Atlanta, GA 30334-5040
Level(s)	Elementary and Secondary; School/District/Regional Education Services Agencies

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

The Comprehensive Evaluation System (CES) is a set of standards and procedures designed to evaluate Georgia schools, systems, and Regional Education Service Agencies (RESAs). Adherence to legal requirements is evaluated against a set of standards and indicators that have been in use for several years. Standards of quality/indicators are still being developed with implementation projected for 1993-94. Pilot testing of the quality standards has taken place; the Department of Education is waiting for funding to continue the field testing in 1991-92. Visitation teams will be used for this.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evidence is to be provided annually by each school and district to demonstrate compliance with legal requirements. The standards "serve as Georgia Board of Education's tool for measuring the extent of local systems' compliance with state laws and state board policy and rules." A Georgia DOE field administrator confirms the information through on-site visits and/or review of submitted written reports. In the future, quality of schools will also be assessed against standards of quality in the areas of student outcomes and school characteristics/climate; excellent and innovative practices will be identified and shared.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Current:	Product (outcomes); Input; largely quantitative data
Future:	Qualitative and quantitative data will be used. Process evaluation may be an additional focus.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Current:	Accountability is the main focus. Summative evaluation is primarily used.
Future:	The focus on improvement will increase in the quality standards review. Dissemination of good program practices and recognition of them are also planned.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Specific instruments and procedures have been pilot tested. The modes of data collection are defined. Specific formats are defined. Suggested evidence for meeting standards is provided; there is some flexibility in showing compliance with some standards.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Early drafts have been reviewed and revised by program personnel in the Department of Education, by the Department Technical Advisory Board, and by the State CES Advisory Committee (i.e., 35 representatives from local school systems and the public including superintendents, assistant superintendents, central office personnel, principals, teachers, other staff, and business/community members). There have been many rounds of review.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Are legal requirements met or exceeded?
2. Are each of the four student outcome standards being met or exceeded?
3. Are each of the ten school characteristic standards being met or exceeded?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Documentation that legal requirements are met
2. Student outcome data
3. Documentation to show that effective schools standards are being met

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

1. Data collected by Georgia Department of Education (e.g., student assessment results)
2. Data collected during on-site visits (e.g., observation checklists, questionnaires, interviews, focus groups). Twenty percent of districts to be visited each year; 5-year cycle.
3. Census Questionnaire (e.g., information about attendance; suspension/ expulsion rates; number of students on track for graduation; number enrolled in college preparatory, vocational, and general education programs: graduation rate)

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Georgia Department of Education. (1991-92). Application handbook: A complete guide to Georgia public school standards (system & school levels). Atlanta, GA: Author.

Georgia Department of Education. (1990-91). Pilot test standards and indicators of student outcomes and school characteristics. Atlanta, GA: Author.

Georgia Department of Education. (1991-92). Public school standards. Atlanta, GA: Author.

Georgia Department of Education. (1991, January). Questions and answers about the quality assessment component of the Comprehensive Evaluation System for Georgia schools, systems, and RESAs. Atlanta, GA: Author.

Georgia Department of Education. Table 1: Indicators of quality by mode of data collection.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Legal compliance with requirements of state law are currently reported on an annual basis. Quality indicators in the areas of student outcomes and effectives schools characteristics are intended to be evaluated by 1993-94.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Educational Assessment and Accountability: Implementation Plan (1990-1994)
Origin (Sponsor)	Hawaii State Department of Education P.O.Box 2360 Honolulu, HI 96804
Level(s)	Developing a state plan with individual school as collection unit; all levels; public education

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

The intent of this model ("Context-Input-Output Analytic Model") is to have a comprehensive reporting system in place for the state that results in improved quality of public education in Hawaii (p. vi). Implementation (collection of data) will be at individual building level, with aggregation of information at state level. This uses a set of educational indicators that are linked to an analytical model. Major goals and objectives are presented.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

There are three components to this analytical model for educational assessment and accountability: Context, Input, Output. A performance assessment approach is used.

Evaluation will be based on the "idea of combining and building on selected data elements from existing assessment and accountability mechanisms in order to broadly but comprehensively examine schools' performance outcomes." The intent is "not to integrate activities in place but rather to integrate information."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context, Input, Output

The basic building blocks of evaluation are indicators. Indicators are statistics that serve as gauges to inform policymakers, educators, and the public about the educational system and how it is changing. It appears that both qualitative and quantitative data serve as indicators.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

This process is intended "to provide an analytical as well as a descriptive account of the condition of public education in Hawaii." This is "a vehicle to provide the means by which educational outcomes can be examined in light of contextual factors, resource utilization, and educational practices and policies."

Four uses of the information will be

1. Accountability to the general public
2. Accountability to policy makers and to assist in the development of educational policy
3. Guide to the Department's program planning and budget development
4. Guide to school improvement development

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Flexible implementation is planned at this time; the process is continually evolving. ". . . A mix of implementation strategies may be most appropriate for the Educational Assessment and Accountability System".

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

There is much difficulty in establishing standards because of the "lack of a widely acceptable model of educational assessment."

There is a plan to convene a special study group on standards setting. A nationwide search to find experts to help will be carried out. A literature review will be done by the project staff. The special study group will use information found by the staff.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. What are the overall condition, performance, and progress of the public schools?

2. What are the accomplishments and shortcoming of the educational system? Where are adjustments needed?

To what extent are intended effects, including those of major education initiatives/reforms, being achieved?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Indicators will be identified from existing data sources and some under development including School Profiles (containing multiyear statistical information for each school including student achievement, student demographics, student behavior, teacher demographics, and school-community characteristics). Other data will be collected from the Hawaii State Test of Essential Competencies, the College Board's Scholastic Aptitude Test, and the Graduate Follow-Up Survey. Additional new data sources are listed, and a sample set of indicators by level is provided.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Output:	Need multiple measures; graduation rates, grade point average, performance on achievement tests
Context:	Description of community setting, family demographics, students' readiness for school
Input:	Course offerings, course requirements, staff allocation, teaching methods and finances
Sources:	School Profiles generated by Department's Information System Services Branch (student achievement, student demographics, student behavior, teacher demographics, and school-community characteristics). Also, Hawaii State Test on Essential Competencies, the College Board's Scholastic Aptitude Test, and Graduate Follow-up Survey.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Hawaii State Department of Education. (1989, October). Educational assessment and accountability: Implementation plan (1990-1994). Honolulu, HI: Author. (Report submitted to the 1990 Hawaii State Legislature)

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

This is a state assessment and accountability system being developed for full implementation by 1994. Data collected at individual building levels will be aggregated into comprehensive state reports. Improvement in public instruction in Hawaii and in individual schools is intended. Data will come from current and new sources.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	The Illinois Program for Evaluation, Supervision, and Recognition of Schools
Origin (Sponsor)	Illinois State Board of Education 100 N. First Street Springfield, IL 62777-0001
Level(s)	Elementary, middle, and secondary

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Assuring the presence of certain required conditions and to determine if the best interests of the students are being met.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Holding schools accountable for student performance and school improvement.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

A mixture of process, compliance, requirements and outcomes, achievement, results

On-site follow-up with continued support

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Both formative and summative: recognition for schools meeting or exceeding expectations. Each school building is held accountable. School improvement is the model's intended purpose.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid:	State mandates (The School Code of Illinois, Evaluation, Supervision, and Recognition of Schools)
Flexible:	Local control of individual schools

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Illinois State Board of Education, Regulatory Process Committee

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

Each school must meet minimum compliance in areas of teacher certification, life safety, board operations, class schedules, etc., but now must also provide evidence on the following:

1. **Are students learning?**
2. **Are all students being served?**

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Performance (student)
2. Improvement (School-student)

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observation, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

"On-site Visit--focus on minimal compliance in areas such as teacher certification, life safety, board operations, class schedule, etc."

They personally ask the question (primary concern): "How well are students learning?"

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

The Illinois Program for Evaluation, Supervision, and Recognition of Schools. (September 1990).

Linking Accountability to Student Performance and School Improvement in Illinois. (March 1991).

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

New: "Compliance alone will no longer assure recognition status."

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Performance-Based Accreditation Program Manual
Origin (Sponsor)	Indiana Department of Education Room 229 State House Indianapolis, IN 46204
Level(s)	All (individual schools)(also, school corporations)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

"Schools may be accorded full accreditation status by meeting three requirements: (1) Complying with appropriate legal standards; (2) completing of a school improvement plan; and (3) meeting expected performance levels on student outcomes."

Evaluation is used to acknowledge meeting of prescribed input standards and to acknowledge that a school is "an improving school or an effective school in terms of student performance."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Legal Requirements: Compliance with Indiana statutes and administrative rules adopted by the Indiana State Board of Education that apply to each school for the purpose of accreditation.

School Improvement: Development of a plan that is "an outcome-oriented document that is developed as a result of a comprehensive self-study conducted by the individual school."

Performance Levels on Student Outcomes: "During the accreditation year, a school's actual performance must meet or exceed expected performance levels." The level for each school in each of five areas is based on "performance of schools with similar organizational structure, serving students of similar socioeconomic status and similar aptitude."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Input:	Monitoring compliance with legal requirements, input standards
Context:	Needs assesssment, goal setting, development of strategies in school effectiveness areas
Product:	Student performance outcomes; school improvement plan

Mostly quantitative data collected. Some qualitative data are required in school improvement plan.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

"An obvious purpose of the Performance-Based Accreditation system is to accredit schools in the classical sense: to grant formal approval to an institution of learning by a regulatory agency after the school has met specific requirements. Performance-Based Accreditation has a broader purpose, however, that speaks to school improvement."

"The goal of being accredited is not simply acknowledgement that a school has met prescribed input standards, but also that a school is an improving school or an effective school in terms of student performance."

Summative and formative (intended for accountability and improvement).

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Quite rigid - most processes specified. There is some flexibility in how to go about development of the school improvement plan within a given framework.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

For legal requirements, Indiana statutes and administrative rules adopted by the Indiana State Board of Education. Some outside certifying agencies are used, e.g., Indiana State Board of Health, the Fire Prevention and Building Safety Commission, and Indiana Occupational Safety and Health Administration.

Effective Schools Correlates and Performance Indicators (research literature)

Expected performance levels: Indiana Department of Education based upon specific procedure

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Are legal standards/requirements met?
2. Is a comprehensive school improvement plan in place, and what is it?
3. Does the school meet or exceed expected performance levels in Indiana Statewide Testing for Educational Progress (ISTEP) program, proficiency in reading and language arts, proficiency in mathematics, student attendance rates, and graduation rates (high schools)?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Yes/no compliance with specific legal standards and completion of multiple forms for multiple agencies.
2. School improvement plan addressing nine correlate areas as well as inclusion of a mission statement.
3. Test scores in ISTEP, reading and language arts, mathematics; attendance rates, and graduation rates.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

1. State-mandated reporting of compliance with legal requirements

2. Comprehensive school improvement plan

3. District profile of student performance on Indiana Testing for Educational Progress total battery scores; language arts proficiency scores; mathematics proficiency scores; attendance rates; graduation rates (high school), including degree to which district is meeting performance expectations

4. On-site visitation from representative(s) of Indiana Department of Education (for schools not receiving full accreditation after submission of all written reports). Preliminary visitation is by Department. On-site review may follow (team consisting of at least one classroom teacher, one person who is not a classroom teacher, and one member of Department).

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Indiana Department of Public Instruction. (1990, July). Performance-based accreditation program manual. Indianapolis, IN: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Accreditation is based on (1) compliance with legal requirements; (2) an in-place school improvement plan that addresses nine correlate areas; and (3) meeting or exceeding expected performance levels in student achievement, attendance, and graduation rate (high school).

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	School Performance Review System
Origin (Sponsor)	Maryland State Department of Education 200 W. Baltimore Street Baltimore, MD 21201
Level(s)	All individual schools in the state in 1994, 1997, and 2000

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

The School Performance Review System is one of five elements of the Maryland School Performance Program (MSPP). The School Performance Review is to occur once every 3 years on a school-by-school basis. It is intended to identify progress toward long-term school improvement.

There are four parts to the program:

1. Performance categorization of schools based on three years of school improvement to achieve the state data-based area standards.
2. Publication of each school's performance category in the Maryland School Performance Program Report every three years.
3. Celebrations based on level of performance category achieved and on outstanding growth within a performance category.
4. Follow-up as needed.

There are four program categories: Excellence, Success, Progress, Special Assistance. The MSPP is an outcome-based accountability approach.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"The school performance review system supports continuous progress toward excellence by providing objective criteria for each school to (1) review its progress; (2) celebrate its outstanding growth and accomplishments; and (3) receive assistance if follow-up is needed."

Each school is categorized by growth criteria based on the number of Excellent, Satisfactory, and Not Met Standards achieved on the data-based areas out of possible totals (i.e., 14 possible areas in high school, 9 areas in middle school, and 12 areas in elementary school).

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Product: Outcomes based

Input and Process are included to some degree.

Context could be included as schools examine whether local needs are being met.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

"To use objective criteria to measure, categorize, and celebrate a school's long-term growth toward MSPP excellence"

The School Performance Review System is summative; it is intended to show long-term growth every 3 years. Accountability and recognition of individual schools are the intent.

The School Performance Review System supports school improvement; viewed this way, it may also be considered formative evaluation.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

This is unclear. It appears that there may be some flexibility in how growth in the data-based areas is measured. Each area is to be evaluated in terms of "excellent," "satisfactory," or "not met."

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

"Standards were set by the Maryland State Board of Education for data-based areas reported in the annual Maryland School Performance Program Report. The Maryland State Board of Education will determine performance categories and growth criteria . . ."

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Which data-based area standards are being met at an excellent level?
2. Which data-based area standards are being met at a satisfactory level?
3. Which data-based area standards are not being met?
4. Which schools are moving into higher performance categories or are making outstanding growth within the Progress and Special Assistance categories and should be celebrated?
5. Which schools require or request follow-up assistance?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Measures as determined by the State Board of Education

2. Schools meeting levels as described. (Category is determined by number of areas being met [excellence or satisfactory] or not met)

3. Identification of schools needing follow-up assistance based upon declining or "not met" performance

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

School profile "against" standards in data-drive areas. There is also some indication that other indicators may be added as implied in "Other Indicators of School Effectiveness."

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Maryland School Performance Program. (1991, August). Maryland performance program: School performance review system. Baltimore, MD: Maryland State Department of Education.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

The School Performance Review System is planned to occur every 3 years throughout the state of Maryland on a school-by-school basis. Performance against a set of data-based area standards (for high school, middle school, and elementary school) will be measured at three levels (excellence, satisfactory, not met). Schools will be identified for celebration based upon growth to a new performance category or within a level. Schools will be identified for follow-up assistance based upon declining performance or performance in the Special Assistance category. Categories of performance in this program are "Excellence," "Success," "Progress," and "Special Assistance." Schools' performance categories will be published. Schools with special features (e.g., special education centers, alternative schools, evening high schools) may be evaluated in a modified way.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Michigan Accreditation Program (MAP) (1988, rev. 1990)
Origin (Sponsor)	Michigan State Board of Education P.O. Box 30008 Lansing, MI 48909
Level(s)	Elementary accreditation standards; middle and junior high school accreditation standards

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

"The Michigan Accreditation Program is designed to provide Michigan schools with a common set of external standards which, when met, will assure a quality program of instruction leading to a consistent education for all students. The measure of that quality will be determined through a data-driven outcomes-based school improvement plan which will be developed by building staff within locally approved policies, goals, and objectives."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation is comparing a school's practices against a set of standards in 17 areas.

"To attain information for use in improving the educational program and in determining the need for change, the school shall carry out planned and continuous evaluation of the effectiveness of its program in accomplishing the objectives and outcomes upon which the staff and board have agreed."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

A mixture of types of evaluation are used:

Context: School climate

Product: Outcomes (cognitive, affective, school climate)

Input: Staffing levels, resources

Interactive/process: Ongoing development and evaluation with public, teachers, administrators.

The model uses both qualitative and quantitative data.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The model is intended for improvement; it is both formative and summative.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid in staffing numbers requirements

Overall, flexible within a set of guidelines

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

The standards in these documents are the state standards (established by the Michigan Department of Education and committees of educators working in behalf of the MDE).

The criteria are partially supplied in the documents and are partially open to school or district interpretation.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

Are the philosophy and goals identified? Is the school climate positive, accepting, safe, having an excitement about learning? Is student self-concept enhanced? Is the school organized to enhance the physical and social development of each student? Are the staffing levels adequate? Is there cooperative development of the instructional program? Are teachers, administrators, parents, students involved in development and revision of educational programs? How is pupil evaluation accomplished? What resources are provided? What programs are there for guidance, health services, pupil support services, school/community relations? Are the physical facilities adequate? What is the system of financial support and control? What is the plan for school evaluation? What school improvement activities are planned and/or implemented? What is the extended educational program (middle school)? What are the student outcomes (cognitive, affective, school climate)?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

(See above)

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Periodic self-study (students, school board members, parents, staff members, administrators, and community representatives). Also, ongoing evaluation through the budget process and internal evaluation in areas such as achievement, student attitudes, school climate, parents' views, and information from study of former students, dropouts, and staff performance.

Visitation team

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Michigan Department of Education. (1990). Michigan accreditation program: Elementary school accreditation standards. (1988, March; revised, 1990, September). Lansing, MI: Author.

Michigan Department of Education. (1990). Michigan accreditation program: Middle and junior high school accreditation standards. (1988, March; revised, 1990, (September). Lansing, MI: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

There is ongoing development of school improvement plans in this model. Teachers, administrators, students, school board members, parents, and community representatives interact to evaluate and improve schools. School improvement efforts are based (at least in part) on findings in the self-study and team visitation phases of this model.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Bureau of Accreditation & School Improvement Studies (BASIS) - 1990-91
Origin (Sponsor)	University of Michigan School of Education Ann Arbor, MI 48109
Level(s)	High school

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

The mission is "to assist Michigan high schools in improving the quality of their schools through the efforts of voluntary accreditation and evaluation." Minimal standards are established that schools must meet or exceed to show commitment of the community and staff to provide the resources necessary for a quality high school.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation is the comparison of practices against a set of standards provided. The standards are considered to be minimum standards.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

This is primarily an input type of evaluation. Quantitative data on staffing, resources provided, and course offerings are recorded.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Accountability is the primary focus of this model. It is primarily summative. Quality high schools are supposed to result from compliance with the standards.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid on human resources, curriculum, "adequate" facilities. Variances may be requested if there is a written purpose for them and if an evaluation component is in place at the outset to determine the impact of innovation on students (i.e., as part of a research project).

Some standards are more open-ended, such as, "Schools shall be administered in such a way as to create an atmosphere conducive to effective learning and teaching."

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

An Accreditation Advisory Committee composed of a representative from each of seven educational organizations; a public representative; a U of M at-large member; a representative from the Bureau itself; a representative from the U of M College of Literature, Science and Arts; and a representative from the U of M School of Education.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

Are policies in place to guide the school? Is a minimal curriculum provided that students can take? Are adequate library/media materials, space, and staff provided? Are there provisions for guidance, counseling, and a testing program? Are trained administrators and teachers in place? Are the school plant and equipment adequate?

Is there adequate record-keeping? Are the length and number of school days in compliance with the law? Is there a positive atmosphere in the school?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

(See prior question)

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Annual report form (checklist to show district profile) - Units offered, yes/no response to various questions in each standard area, years of experience and education of administrators, number of teachers, enrollment data.

Site visitation for new schools - after paperwork complete, visitation team scheduled for visit. Once every 5-7 years, a visit is made to accredited schools by a university-appointed accreditation consultant. (Each year 1/5 of UM accredited high schools [approx. 125] are visited and evaluated. Exemplary programs are identified by the consultants.)

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Accreditation standards 1990-91. (Booklet)

Memo to administrators seeking accreditation by The University of Michigan. From William J. Bushaw.

Report to the Bureau of Accreditation and School Improvement Studies, The University of Michigan, 1990-91. (Form)

Sample resolution form for board of education to use.

The University of Michigan accredited schools 1989-1990.

The University of Michigan list of exemplary school programs 1989-1990.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Minimal standards are included. BASIS hopes "that attainment of the standards will demonstrate a commitment by community and staff to provide resources necessary to offer a quality high school program." Input data are largely used. The hope is that a base is provided for further program development, experimentation, research, and innovation. **Special note: As of June 1992, this model is no longer being used by the State of Michigan.**

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	School Accreditation Policies, Procedures, and Standards
Origin (Sponsor)	Mississippi Department of Education Capitol Square Building 550 Cedar Street St. Paul, MN 55101
Level(s)	K-12

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

"To insure compliance with such standards and to establish procedures for the accreditation of public schools"

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"Formal appraisal of educational experiences including the performance of school, educational programs, personnel, and student. Evaluations are conducted to determine strengths and areas which need improvement and may involve various measurements, including test scores, needs assessment, opionnaires, and other measures which appraise the effects of the educational experiences."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Quantitative
Input
Product: Student outcomes

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Summative: Accountability based on performance-based accreditation

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid:	All public schools will be accredited on established standards and procedures.
Flexible:	Application to each school

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Commission on School Accreditation, Mississippi State Board of Education

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

Does the school meet the minimum standards of the Commission?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Minimum and Compulsory Standards:

1. Active educational leadership
2. Instructionally focused organization

3. Effective instruction
4. Change-inducing staff development
5. Positive school climate
6. Quality education
7. Incentive standards

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

On-site accreditation audits every 5 years. These audits of the school can happen at any time without notification.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

The Requirements of the Commission on School Accreditation: Policies, Procedures, and Standards. (1989).

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Performance-based accreditation of all public schools

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	
Origin (Sponsor)	Nebraska Department of Education 301 Centennial Mall South Box 94987 Lincoln, NE 68509-4987
Level(s)	All (school system; public, private)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Nebraska schools are required to perform a comprehensive school evaluation at least once in a 7 year cycle. A self-study and an external team audit must be included for continued school approval by the State Board of Education.

Local districts determine which model will be used. The most commonly used models in Nebraska are "The North Central Association Guide for School Evaluation," "The Self Study Guide for Catholic High Schools," "The Evaluative Criteria" model from the National Study of School Evaluation, and "The Nebraska Model" (an adapted Discrepancy Model). A staff member from the Nebraska Department of Education (School Management Services department) is assigned to work with the local district.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation involves a self-study followed by site visitation by an external team. The self-study may be done in a traditional manner, or it may be a strategic planning effort toward school improvement. The latter alternative was recently approved by the State Board of Education. "This is consistent with our continued emphasis on using outcomes as a cornerstone in the state approval and accreditation process." Implementation of recommendations follows the self-study and visitation.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Type of model depends upon which model was selected by the local district. The traditional models primarily combine input and product dimensions. Strategic planning for school improvement involves product (outcomes) and process; context and input may also be included.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

"There is really only one purpose for conducting a school evaluation and that is to improve or maintain conditions which are most conducive to student learning." Educational opportunities must be consistent with parental aspirations and system intentions. Through school evaluation the schools can determine how well they are doing what they say they are doing.

The degree to which the model is formative and/or summative depends upon the approach used.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

A self-study and site visitation by an external team must be used. A school system may select the specific evaluation model to use.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

The developers of the specific model selected. (There is a legal requirement to evaluate schools at least once every 7 years. The State Board of Education requires a self-study [or strategic planning effort] and visitation by an external team.)

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Are commitments to the community about provision of educational opportunities being met?
2. What does the school system wish to accomplish (and what does it not wish to accomplish)?
3. What evidence is acceptable as signs of success?
4. How can school system intentions that are not being met be better attained?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Indicators depend upon model selected and school system determination.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Self-study; site visit team

(There may be other data collection methods used as well. The self-study requirement may be fulfilled by the development of a strategic plan for school improvement.)

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Nebraska Department of Education. Series of Pamphlets:
Comprehensive school evaluation: Implementation of recommendations. (1983, October).

Comprehensive school evaluation: Organizing the external visitation.

Comprehensive school evaluation: Organizing the self-study.

Comprehensive school evaluation: The role of the external evaluator. Lincoln, Nebraska: Author.

Nebraska Department of Education. (1978, revised). Nebraska school evaluation (An introduction to the comprehensive school evaluation process and a review of some essential considerations). Lincoln, NE: School Management Services.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

The state of Nebraska requires that a school system be evaluated at least once every 7 years. A self-study and external team visitation must be included. The self-study may take the form of the development of a strategic plan for school improvement. The local school system may select the evaluation model to use. (The State Department provides information about advantages and disadvantages of several models.)

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	School Registration Review Process
Origin (Sponsor)	New York State Education Department Albany, NY 12230
Level(s)	Public elementary and secondary (individual schools)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Schools that have demonstrated declining student achievement over a 3-year period are identified to participate in the Registration Review Process. A self-study, visitation by a team of reviewers, and development of a Comprehensive School Improvement Plan (CSIP) by a local planning team occur within a specified time frame.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"A school registration review assesses the school's effectiveness and equity of resources at the classroom, school and district levels. The quality of the instructional program and the validity of the Self Study conducted by the school are also assessed. Department staff members assist the school in the development of an improvement plan."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Quantitative data are primarily used in determination of need for review (i.e., scoring below statewide reference point on one or more of registration criteria and no demonstration of improvement over the past 3 years on those criteria, dropout rate of 10 percent or greater, lack of making annual school progress report public).

Qualitative and quantitative data are analyzed in the self-study and on-site visitation.

The model has product and process components.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The model is both formative and summative. Improvement is a primary focus.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

There is room for flexibility. Information and the process should be adapted to meet the unique needs of a building. The composition of the Registration Review Team also may vary.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Comprehensive School Improvement Plan (CSIP) is developed locally.
The Registration Review Criteria are set by the regents of the State Education Department.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

Focus questions for the self-study and registration review follow:

1. What current classroom characteristics and practices exist in this building for the area(s) of identification?

2. How should these classroom characteristics and practices be changed to improve student achievement?

3. What current school characteristics exist in this building?

4. How should these school characteristics and practices be changed to improve student achievement?

5. What current district characteristics and practices exist?

6. How should these district characteristics and practices be changed to improve student achievement?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

School performance reports, locally developed indicators of success, improvement plans, norm-referenced data indicating patterns of achievement of all students as well as of specific groups of students, staff and parent perceptions of the school program, and other data as determined by the Planning Team.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Self-study/district profile, site visitation team (review of records, observations in schools, interviews of staff and parents)

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

New York State Education Department. (ND). Packet describing Registration Review Process. Albany, NY: Author.
Appendix A: Suggested format for summarizing the results of the self-study
Appendix B: Registration Review Visit Guide

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

A comprehensive self-study, visitation team, and development of a Comprehensive School Improvement Plan are the components of this model. Schools are identified for registration reviews when they fail to meet criteria set forth by the Board of Regents.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Program of Accreditation for Public School Units
Origin (Sponsor)	North Carolina Department of Public Instruction Education Building 116 W. Edenton Street Raleigh, NC 27603-1712
Level(s)	Elementary and secondary (public school administrative units, i.e., whole districts; voluntary for nonpublic units)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Compliance with a series of state-adopted standards is the focus of this model. Opportunity standards (specifying acceptable educational resources and conditions) and performance standards (specifying satisfactory student outcomes of educational programs) are to be met. Self-assessment, annual reports, and internal and external in-depth assessment of programs and facilities occur every 5 years.

(A voluntary program of accreditation immediately preceded the mandatory one (from approximately 1972-1987).)

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"Accreditation is a process that recognizes educational institutions for establishing and maintaining a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve."

The evaluation process involves documentation to show how the standards are met. Assessment teams confirm the self-reports.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Input:	Course offerings, staffing levels
Product:	Test scores, attendance rates, dropout rates
Process:	Staff judgments regarding adequacy of services and facilities

Quantitative and qualitative measures are used.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

"The purpose as stated is to monitor the implementation of the Basic Education Program" (The Basic Education Program: General Statute 115c-12). The model is primarily summative, intended for accountability.

The program is designed to

a. Provide a uniform set of standards and guidelines for assessing educational effectiveness

b. Assure the educational community and the general public that the state's schools maintain conditions under which satisfactory learning can occur

c. Encourage local educational units to undertake continuous self-study and review

d. Identify school systems in need of assistance

e. Provide technical and advisory assistance to such systems

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

It appears that there is some flexibility in how districts document compliance with some standards and rigidity in how they document compliance with other standards. Certain types of measures are indicated (e.g., test scores, attendance rates, dropout rates, course offerings, professional staffing levels, opinions regarding adequacy of services and facilities).

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Not stated. They appear to come from the North Carolina Department of Education and/or General Statute 115c-12 (The Basic Education Program).

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Are state opportunity standards (specifying acceptable educational resources and conditions) being met?
2. Are state performance standards (specifying satisfactory student outcomes of educational programs) being met?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Course offerings, level of staffing, opinions about adequacy of services and facilities
2. Average test scores, attendance rates, dropout rates

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Reporting of statistics on percentages of students passing sections of the North Carolina Competency Tests (reading, mathematics, writing objective, writing essay); attendance rate; dropout rate; credits earned, etc. are to be included in an annual report; review of annual reports by DPI Accreditation Section.

Every five years, in-depth joint assessment (DPI and local staff); analysis of reports by DPI Accreditation Section.

On-site visitation team if noncompliance evident or suspected.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

North Carolina Department of Public Instruction. (1989, September). The North Carolina program of accreditation for public school units. Raleigh, NC: Author.

North Carolina Department of Public Instruction. (1991, February 19). Special notes on the data set (revised). Raleigh, NC: Author.

North Carolina Department of Public Instruction. (1991, February). 1990 report card. (Single page chart listing districts.)

North Carolina State Board of Education. (1990). Report card: The state of school systems in North Carolina (SAMPLE). Raleigh, NC: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Accreditation is granted when school units comply with at least 75 percent of performance standards and 75 percent of opportunity standards as well as with all state statutes, proper fiscal management, and provision of a safe and orderly environment for children. Accountability is the primary focus.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Standards for Public Elementary and Secondary Schools (p. 14 - Div. 22 Instructional Program Evaluation) Oregon Adminstrative Rules, July 1990
Origin (Sponsor)	Oregon Department of Education 700 Pringle Parkway, SE Salem, OR 97310-0290
Level(s)	All-12th grade and below

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

A self-study using a yes/no checklist against the standards in the Oregon Administrative Rules. School improvement is referred to in the Administrative Rules; but there are no supporting, descriptive documents evident.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Program evaluation is "a process for making judgments about the philosophy, goals, methods, materials, and outcomes of a program to guide program improvement."

1. Identify program needs at district and school levels by
   a. Annually reviewing test results and other evaluative information (course enrollment patterns, student attitudes, grades, etc.)
   b. Cyclic program evaluations in language arts, mathematics, science, health, physical education, social studies, art, music, languages, applied arts, career education, and vocational education (cycle must be adopted by local board of education).
2. Develop written school and district improvement plans (staff development, facilities and materials, curriculum revision).

3. Report annually to the community on test results, school improvement.

4. Report test results to Department of Education when requested.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Emphasis on input and quantitative data collection primarily.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The model is primarily summative; accountability is the emphasis. There is also brief reference to the need for school improvement in the Administrative Rules.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

This is a fairly rigid model; yes/no answers against standards must be given. However, there are various ways to document the meeting of standards (e.g., board minutes and policies, district publications including administrative procedures, teacher/student/parent handbooks, various guides, planned course statements, student records, records of meetings, inspection and monitoring/teacher plans/record books, and interviews with staff).

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Standards are established in Oregon Administrative Rules by Department of Education.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

Is the school providing proper input in staffing; courses provided; coordinated instructional program throughout all grades; process for appeals/complaints/alleged violations of standards; course goals; graduation requirements; instruction for all students in infectious diseases, drug and alcohol prevention, operating policies and procedures; auxiliary services; extension of kindergarten programs; number of days of instruction; instructional time; equal educational opportunity; class size; personnel; record keeping; guidance; health services; emergency plans and safety programs; media programs?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Documentation of how each standard above is being met (i.e., mostly input data addressed).

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Checklist (yes/no) - Assurances of district school board designated Chief Administrative Officer, review of district materials through Department of Education desk audit, on-site review of practices or conditions and other methods selected by the Superintendent of Public Instruction.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Standards for Public Elementary and Secondary Schools (from Oregon Administrative Rules; Chapter 581, Division 22 - Department of Education).

Standards Self-Study Checklist (contains all revisions as of 10/22/90). The checklist is to be used by all schools; some sheets apply to only elementary or only secondary schools.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

This is essentially an input model. A yes/no checklist is used to indicate whether standards are met in all areas. Supporting documentation is required.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Pennsylvania's Educational Needs Assessment (1981/1984)
Origin (Sponsor)	Pennsylvania Department of Education 333 Market Street, Box 911 Harrisburg, PA 17126-0333
Level(s)	Elementary; middle/junior high; secondary (for use in district and individual schools within the district)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

A self-study of a district (and individual schools in the district) is defined. Determination is made whether criteria are met in 20-28 areas (depending on level of school). "Twelve Goals of Quality Education" are the bases for the documents generated and the process. Visitation teams are strongly suggested. There are separate manuals for elementary schools, middle/junior high schools, secondary schools, and the visiting team.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

The guides are intended "to begin a cycle of program assessment, revision, implementation, and reassessment for long-range planning."

"Securing a clear picture of the present curriculum and instructional patterns operating in the school" is the study. Actual practice is to be checked against "guide items and current national thought to determine discrepencies which can be diagnosed as possible school needs, depending upon the school's objectives."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context (needs assessment) and input are primary focus. Yes/No/NA checklists against criteria are used.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The model is intended to help schools engage in long-range planning and to involve themselves in a cycle of program assessments, revision, implementation, and reassessment. The model is both formative and summative.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

The model is rigid to the extent that yes/no responses are required. It is flexible in how individual districts/schools meet the criteria. There are several statements that indicate that local situations should determine how criteria are met and which indicators are appropriate for that district or school.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

The guides and criteria were developed by a special task force of educators appointed from school districts and intermediate units throughout Pennsylvania (14 people). Reviews by 100 other educators also took place.

"Twelve Goals of Quality Education" were adopted by State Board of Education in 1979.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Does the district/school meet criteria in the areas of central administration, building administration, general assessment, school environment, communication, mathematics, science, social studies, physical education, health, the arts, environmental education, practical arts, education for exceptional children, library media services, pupil personnel services, alternative patterns for learning, school-community relations, school plant?
2. Elementary (in addition to above) - . . . meet criteria in early childhood?
3. Middle/Junior High (in addition to 1 above) - . . . meet criteria in foreign language, student activities?
4. Secondary (in addition to 1 above) - . . . meet criteria in foreign language, student activities, business education, driver education, home economics, practical arts, vocational education.

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Yes/No/NA responses to lists of criteria in the above areas

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Self-study in each building of district; optional visitation team visit after self-study complete and implementation plans have begun.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Pennsylvania Department of Education. (1981, reprint 1984). Pennsylvania's educational needs assessment: Elementary schools self-study. Harrisburg, PA: Author.

Pennsylvania Department of Education. (1981, reprint 1984). Pennsylvania's educational needs assessment: Middle/junior high schools self-study. Harrisburg, PA: Author.

Pennsylvania Department of Education. (1981, reprint 1984). Pennsylvania's educational needs assessment: Secondary schools self-study. Harrisburg, PA: Author.

Pennsylvania Department of Education. (1983). The visiting team guidelines for evaluation of Pennsylvania school districts. Harrisburg, PA: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Self-study and optional visitation team evaluation determine the degree to which a district (and schools within the district) are meeting criteria in specified areas.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source: The Effective Schools Project

Origin (Sponsor): Pennsylvania Department of Education
333 Market Street, Box 911
Harrisburg, PA 17126-0333

Level(s): All (for use in individual schools)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

1. A 100-item survey instrument that can be completed in 30 minutes is available to help schools identify their strengths and weaknesses in the context of identified (effective schools) characteristics (i.e., leadership, instructional environment, instructional opportunity, school climate, planning, evaluation).

2. A longitudinal study has been initiated with five districts to determine which practices have had an effect on student achievement as indicated by scoring gains and losses in the areas above.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

School strengths and weaknesses in the context of identified characteristics of leadership, instructional environment, instructional opportunity, school climate, planning, and evaluation are determined through teacher completion of a questionnaire. Results are presented in terms of mean scores and percentile rank as well as distribution of responses for each item.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context, Input

Opinions are indicated on 4 and 5 point scales. Mean scores are determined for each item by school and compared against the study's mean scores. Percentile ranks for each characteristic are also indicated.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The purpose is to identify strengths/weaknesses in six characteristic areas associated with effective schools. The longitudinal study is intended to identify good program practices for dissemination. The model is primarily summative.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

This model is rigid. A specific instrument is to be used, and the results are compiled and compared against project norms.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Effective schools research is the basis of this model. Items from the Connecticut Survey (which was primarily intended for use in elementary schools) were identified for the initial item pool. An ad hoc teacher advisory group revised, edited, and developed additional items for the Pennsylvania questionnaire. The final item pool of 210 items was narrowed to 100 items after field testing and the use of matrix sampling methods.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

How strong is the school in providing characteristics associated with effective schools? (Areas assessed are leadership, instructional environment, instructional opportunity, school climate, planning, evaluation.)

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Teacher opinion on items in above-named six areas

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Survey completion (100 items)

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Hojak, J. (1986, April. Reprinted 1987, June). The effective schools project. Harrisburg, PA: Pennsylvania Department of Education.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Teacher opinion on 100-item questionnaire indicates how strongly a school provides characteristics associated with effective schools. Results are compared with the project's overall results. Norming continues. A longitudinal study continues with the intent of identification of program practices that are associated with increased student achievement.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Governor's A+ Award for Community Commitment to Excellence in Education (1991)
Origin (Sponsor)	Tennessee State Department of Education Office of Commissioner Nashville, TN 37243-0375
Level(s)	All levels (individual district or collaboration of districts and their communities)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Communities and school systems that meet 10 criteria are identified for recognition in this program. A community and its school system(s) can be certified for 4 years in this program (i.e., certification, recertification in years 1, 2, and 3); reapplication is then necessary.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Documentation of how the specified criteria are met, review of the documentation by a state review committee, and site visitations to confirm what has been reported occur in this model.

Although evaluation is primarily summative, attempts are made to give feedback on criteria that are not met. This portion of the process may be considered formative.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Input:	Certain types of programs are to be in place.
Product:	Evidence of academic achievement

Context is a factor; acknowledgement is given that there may be wide variation in how programs are implemented in different communities.

A wide range of qualitative and quantitative data are to be used.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Summative. Documentation of meeting 10 criteria is to be provided. The program is intended to recognize school systems and communities that are using good program practices.

"The Governor's A+ Award has been established to recognize communities that have demonstrated an exceptional commitment to providing quality education. The A+ Award process is designed to join families, community leaders, business and other interested citizens in partnerships with educators and administrators in support of effective schools. Recipients of the A+ Award will be recognized by the Governor's office with the presentation of a distinctive plaque and road sign which lets Tennesseans know that education is extremely important to the people of the community."

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

There is much flexibility in how the documentation of meeting the program criteria is done. However, the criteria themselves require that specific types of programs be in place.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Not indicated. The State Department of Education administers the program.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Do the schools/communities sponsor activities to recognize outstanding teachers and outstanding students?

2. Is a formal, comprehensive plan to meet the needs of at-risk students implemented?

3. Is a comprehensive adult basic education/adult literacy program offered?

4. Is a comprehensive plan to increase family involvement in schools in place (including recognition for exceptional contributions)?

5. Is there active involvement with the Tennessee Drug Free Schools initiative?

6. Is there a plan in place for community involvement in schools including such programs as school-business partnerships, adopt-a-school program, local community supported student and/or teacher motivation/incentive programs, local education foundations, programs to increase awareness of the various needs of handicapped children, use of community resource persons in classrooms, school-based events and activities, mentoring, job shadowing, etc.?

7. Is a School-Age Child Care (SACC) Program in place?

8. Is a comprehensive vocational education program in place?

9. Are there ongoing public information efforts to promote the achievements of teachers and students and successful school-related activities?

10. Is there clear evidence of continuing academic achievement?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Several variables are suggested for each criterion.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Documentation of meeting the program criteria including, but not limited to, "newsletters, press clippings, photographs, event programs, letters, memos, announcements, handbooks, activities schedules, meeting minutes, pamphlets, brochures, survey instruments, reports, manuals, specific plan documents, video, audio tapes." Additional documentation (e.g., test scores) is suggested under each criterion. Review by a state committee and site visits by committee members are included in first year.

Recertification in year 1 requires a narrative interim report, no supporting documentation. Recertification in year 2 requires a status report and a site visit by state committee members. Recertification in year 3 requires a narrative improvement report, no supporting documentation. Reapplication must occur in Year 4.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Tennessee Department of Education. (1991). Governor's A+ Award for Community Commitment to Excellence in Education. Nashville, TN: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

The intent of this program is to recognize communities and their schools that meet 10 criteria (i.e., indicators of quality). How applicants document effectiveness is flexible.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Texas Education Agency, Division of Accreditation
Origin (Sponsor)	Texas State Board of Education 1701 N. Congress Avenue Austin, TX 78701
Level(s)	K-12

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

The Principles and Standards for Accreditation of Texas School Districts is concerned with "strengthening school districts." " . . . Accreditation visits became technical assistance visits."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

In 1984, the primary focus of accreditation changed from district compliance to the principles of monitoring the quality and effectiveness of a district's instructional program.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Product: Evaluating student outcomes

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Summative: Student outcomes intended for improvement of school districts and for the accountability of those districts.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid:	Five correlates of effective schools
Flexible:	All other aspects of the accreditation are very flexible. "The intent is not to dictate what to do in all situations, but to detail procedures that have been found to work in most situations."

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Texas State Board of Education

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Does the district have the five correlates of effective schools in place?

2. Does the district meet student, campus, and district performance levels?

3. Is there a long-range plan for education in the district?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Five correlates:

1. Instructional leadership
2. School climate
3. Teacher behavior/high expectations
4. Measurement
5. Instructional focus

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Accreditation team visit to determine if the district meets all procedures and standards.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Texas Education Agency, Division of Accreditation: Operational Procedures Manual. (1989).

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

"Improve the statewide accreditation process by using a performance-based accountability and evaluation system and attend, on a priority basis, to those districts most in need of regulatory attention."

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source ____________________

Origin (Sponsor) Wisconsin Department of Public Instruction
125 S. Webster
Madison, WI 53707

Level(s) K-12 Special Schools

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Checklist against standards for the state

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation: Determining whether a district is meeting each standard (yes/no)

Evaluation of all certificated personnel - "a systematic procedure to measure the performance of licensed school personnel"

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Input, primarily; some product
Data are largely quantitative.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

This model is intended for accountability. It is largely summative. This is basically an input model and offers little assistance to districts toward improvement beyond compliance with minimal standards.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

The model is quite rigid. Yes/no responses are needed for each standard and specific "District to Provide" documents are specified.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Wisconsin Department of Education and Legislature

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

Is the district providing schedule, staffing, materials, facilities, etc., to meet the Wisconsin "Standards and Rules" requirements?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

The district is to provide documentation for every item. Examples are lists of staffing, schedules, courses of instruction, daily time in schools, 3-5 year facilities plan, professional development plan, etc. A report to district residents is also required.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community

surveys,observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

"To ensure compliance with the standards, the state superintendent shall annually conduct a general on-site audit of at least 20 percent of all school districts." They are selected by stratified, random sample. "The audit process must involve school board members, school district administrators, teachers, pupils, parents of pupils, and other residents of the school district." Districts must be notified 90 days before an audit. They are to compile documentation to support responses in the "School District Standards Review" yes/no checklist.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

School district standards and rules. (1991, April). (Wisconsin Statutes and Rules.)

School district standards review 1990-1991 (draft). Checklists in areas of staff certification, staff development, remedial reading, 5-year old kindergarten program, all subject areas.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Evaluation is the determination of whether state standards are being met by a district.

Appendix D

Profiles of Local Education Agency Models

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	School Evaluation
Origin (Sponsor)	Ann Arbor Public Schools 2555 S. State Street, Box 1188 Ann Arbor, MI 48106
Level(s)	Elementary, middle school, high school (individual school district)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Ongoing school improvement efforts are guided by context evaluation; Board mission, goals, and focus objectives; student performance indicators including aggregated and disaggregated data; continuous curriculum development; and Michigan Public Act 25 requirements. Increased participation by staff, students, parents, and community members in the constant cycle of planning, implementation of change, and evaluation is encouraged by focus objectives in the areas of site-based leadership, strategic planning, outcome-based education (using local curricular objectives), multicultural education, and transition to middle school and four year high school.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation in this district occurs in many ways. Evaluation of context, input, processes, and outcomes (products) appears to be continuous. Evaluation serves the functions of guiding goal-setting and decision-making as well as providing accountability information to the internal and external audiences.

"The goal of Research Services is to help district staff become active seekers and users of information for making education decisions."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context:	Attitudes and Opinions of Voters Toward the Ann Arbor Schools and strategic planning
Product:	Student outcomes
Process:	Ongoing school improvement and strategic planning efforts
Input:	Provision of curriculum that uses developmentally appropriate instruction and alternative assessment strategies based on significant outcomes for each student.

Information is qualitative and quantitative.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Evaluation is both formative and summative. Improvement and accountability are the major emphases. In the evaluation processes that this district uses, it also appears that knowledge production and dissemination of good program practices occur. Shared decision making based upon a wide range of information would seem to support all four intentions listed above.

"The purposes of assessment are diagnosis, placement, instructional feedback, grading, general achievement, disposition, and program evaluation." Multiple assessment of students' work and programs should occur.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Staff, parents, students, and community members are to be involved in school improvement/strategic planning efforts. There is quite a bit of flexibility in how some evaluation takes place. However, there are also specific key indicators that must be reported (e.g., demographics and Michigan Educational Assessment Program [MEAP] scores for elementary, middle, and secondary schools; California Achievement Test and Degrees of Reading Power Test for elementary and middle school; rates of participation for middle school and high school; ACT scores, grade point averages, graduation rates, dropout rates, and course enrollments for high schools).

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

The Board of Education establishes the mission, goals, and focus objectives for the district. Strategic planning takes place at both the individual building and district levels. Much of the curricular, instructional, and assessment practices of the district appear to be guided by educational research.

Standards to gauge effectiveness in the areas of multicultural education, learning/thinking skills, citizenship and ethical behavior, use of technology, communication skills, and writing across the curriculum were developed by staff committees. Standards are defined as approved models for common understanding and the bases for judgment of effectiveness. These are to apply in all curricular areas.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. What are the needs of the students as perceived by various groups (e.g., public, staff, parents, students)?
2. Is the curriculum aligned to best meet student needs?
3. Are excellence and equity issues being addressed?
4. What progress is being made toward district and individual building school improvement and strategic plans?
5. What changes need to be made in school improvement plans for subsequent years?
6. Are Public Act 25 requirements being met?
7. Are curriculum standards being met?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Public opinion surveys, ongoing discussions by school improvement and strategic planning teams, documentation of efforts toward curriculum development and alignment, annual reports to the community (per PA 25 requirements), study of programs against identified standards.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books)?

District and school profiles, committee work (school improvement, strategic planning, curriculum development, etc.). See also "Allowance for Individual Approaches" section.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Ann Arbor Public Schools Documents:

> "An invitation to help develop action/implementation plans for the Ann Arbor Public Schools strategic plan" (brochure, 1991).
>
> Annual report of the Ann Arbor Public Schools (in accordance with Public Act 25). (1991, May).
>
> Board of education agenda meeting of September 4, 1991 (including "Key Indicators" and documenting student growth [p. 50] and primary assessment tryout [p. 56])
>
> Curriculum yellow pages. (1989-91).
>
> "Documenting student growth through on-going classroom Assessment." (The implementation year 1990-91)
>
> Effective classroom practices (1986, June)

"Excellence with equity: A five-year plan to realize the highest possible potential for all students (equity) while extending current standards (excellence)" (1987-88, 1991-92).

Figure I - Curricular and instructional accountability chart

Huron High School sample disaggregated course grades (including attendance and grade point average analysis) (1990-91, first marking period)

Middle school evaluation materials

Research Services draft mission and philosophy

Sample elementary school profile (Carpenter School, 1990-91)

Sample high school profile (Huron High School, 1990-91)

Sample middle school profile (Forsythe Middle School, 1990-91)

Project Outreach. (1990, December). Attitudes and opinions of voters toward the Ann Arbor Public Schools: A public opinion survey of registered voters. Lansing, MI: Michigan State Board of Education, Michigan Department of Education.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Ongoing evaluation guides the initiatives of this district (including school improvement efforts, strategic planning, building level decision making, curriculum development, etc.). A wide variety of information is used with a particular focus on context evaluation and outcome data.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source

Origin (Sponsor)
Charleston County School District
3 Chisolm Street
Charleston, SC 29401

Level(s)
Secondary (districtwide data collection by school); a bit elementary (grade 4+)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Data are collected and analyzed for this 44,000 student, 70 school district in two areas: percentage of students meeting high school requirements at the appropriate age and percentage of students meeting CCSD standards for high school graduation within six years of entry into grade 9. These goals are targeted for intervention in the district's school reform efforts. Also examined are demographic data and factors that detract from learning.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation is the calculation of the following:

1. Percentage of students meeting CCSD high school graduation requirements at the appropriate age
2. Percentage of students meeting CCSD standards for high school graduation within six years of entry into grade 9

Calculation methods (and problems with them) are described.

Data are also collected on suspensions; disciplinary problems via teacher ratings of student behavior; attendance rates; drug and alcohol use (in survey); and girls dropping out of school due to pregnancy.

CCSD Teacher Assessment Program (TAP) to assess performance of teachers providing instruction to high risk students.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Product; Quantitative; Some Context (in survey information)

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

To monitor progress toward district reform (intervention) goals.

Summative

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid: Specific information required in specific format.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Not clear, but it appears that the district does this.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Is progress being made toward the goal of increasing the percentage of students meeting CCSD high school graduation requirements at the appropriate age?
2. Is progress being made toward the goal of increasing the percentage of students meeting CCSD standards for high school graduation within six years of entry into grade 9?
3. What are factors that may be hindering student achievement?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Indicators are percentages for 1 and 2 above; demographic data from school reports and surveys

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Annual data from each high school on percentage of students meeting CCSD high school graduation requirements at the appropriate age (defined as percentage of new first graders enrolled in the fall who graduate from high school by the end of the summer of their twelfth year) and percentage of students meeting CCSD standards for high school graduation within six years of entry into grade 9, i.e., "the number of rising eighth graders who graduated in four, five, or six years (spring or summer)."

Some surveys

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Rose, J., Godin, D., Gottfredson, D., & Gottfredson, G. (1990, January). 2001: A vision for the future -- A plan for monitoring CCSD's progress. Charleston, SC: Charleston County School District.

Rose, J., & Godin, D. Merging traditional evaluation and research functions. Charleston, SC: Charleston County School District.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

This is a plan for monitoring the district's progress toward reform goals with no increase in evaluation staff or budget.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source Strategic Planning Model for School Improvement and Accountability

Origin (Sponsor) Charlotte-Mecklenburg Schools
1501 Euclid Avenue
Charlotte, NC 28203

Level(s) Elementary, secondary (to be implemented in individual buildings in district)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

"The Comprehensive School Planning Process is a school-level planning process designed to involve all members of the school community in decision-making." The Board's mission statement includes goals in the areas of student attendance, student achievement, students in higher education or work, and parent and volunteer participation. A district school improvement plan is required by state law. The plan has two components: the system component ("waivers from state regulations and/or law and the system's expectations for improvement over the next 3 years") and the individual component ("a career ladder program which provides bonuses for teachers and administrators who are deemed outstanding by a series of observations").

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

System and individual performances are measured against standards of accountability.

Each school is required to have a school improvement plan. About half of the schools are "generating individual school plans and assessing their performance using a list of indicators similar to the outcomes which will determine the system's performance. The other schools are developing comprehensive school plans using the five effective schools' correlates as a framework for assessment and planning." Parent, staff, and student attitudes and performance perceptions are determined on surveys, and performance on the system accountability standards are also tracked.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Product:	Outcomes, in all options
Context:	Attitude and perception surveys, in half of schools
Process:	Ongoing school improvement

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

The model is both summative and formative. It is intended for accountability and improvement. Because individual schools are approaching school improvement in either of two ways, some knowledge production about each approach should result. Good program practices should be identified in the bonus awards process for school or work setting performance.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

The model appears to be flexible in that schools develop their own improvement plans and then measure progress toward them. However, the system goals and objectives call for specific data to be collected: student attendance (percentage of eligible students); graduation rate; student achievement in reading, writing, competency tests (10th grade), SAT scores, Advanced Placement examinations; percent of graduates going on to work or higher education; parent attendance at parent-teacher conferences; and number of volunteers.

Selection of the Comprehensive School Planning Team has flexible criteria, but must include the principal and at least three parent representatives. Representatives from grade levels, departments, support staff, students, and noninstructional staff are suggested.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Two sources for system standards of accountability: (1) Performance indicators from the state accreditation process for school systems and (2) Charlotte-Mecklenburg Board of Education adopted goals and measurable objectives. The measurable school objectives resulting from the school-level planning process are another standard of accountability in the planning model.

Standards of accountability for the individual component of the district plan are the appropriate state performance appraisal instruments. Guidelines for the bonus awards process have been developed by the system.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. What are current performance levels for this school in student attendance and graduation rate, student achievement, dropout rate, number of students going into higher education or work, parent/volunteer participation, and other areas designated in the school improvement plan?
2. What are the mission statement and long-range goals for the school?
3. What are the highest priority goals and measurable objectives for the coming year?
4. What areas are placed in a maintenance plan (i.e., areas of strength to be maintained)?
5. What progress has been made at the end of the year?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Assessment Information Document (performance indicators)
2. Three-Year Comprehensive School Plan
3. Annual School Growth Plan
4. Maintenance Plan
5. Summary of Results (End-of-Year Report)

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

District profile, individual school profile, development of individual school Comprehensive School plans, ongoing monitoring and adjusting of implementation process (in 1989-90 pilot and continuing).

"We will continuously study the implementation process--looking for needed revisions and, more importantly, identifying the support needed by professionals who are responsible for its implementation."

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Charlotte-Mecklenburg School System. (1990-91). Charlotte-Mecklenburg Schools strategic planning model for school improvement and accountability. Charlotte, NC: Author. (brochure)

Charlotte-Mecklenburg School System. (1990-91). The comprehensive school planning process: School improvement - one at a time - together. Charlotte, NC: Author.

Charlotte-Mecklenburg School System. (1991, April). Proposed school improvement and accountability plan 1991-92 through 1993-94. Charlotte, NC: Author. (Describes proposed differentiated pay plan, modifications of Individual Incentive Program, alternative model for performance evaluation, and plan for awarding bonuses to individuals based upon the performance of their school or work setting.)

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

This model is an individual school model that focuses on school improvement through a comprehensive school planning process. Student outcomes (systemwide and in individual schools) and individual staff performance components are evaluated.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Strategic Planning, School Improvement, and Accountability Model
Origin (Sponsor)	Des Moines Public Schools 1800 Grand Avenue Des Moines, IA 50309-3382
Level(s)	Elementary, secondary (individual school; district; and classroom)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Strategic planning and school improvement efforts characterize this model. Ongoing evaluation of individual schools and district-wide curriculum and instruction occurs. Individual classroom and professional support services staff members are provided with a research-based framework for best serving the needs of students.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation appears to be included in all aspects of this district's operation. Effectiveness, equity, and efficiency of district programs are monitored through a program evaluation model. "Program evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives." The CIPP model is used as indicated below:

> Context evaluation: Describes the actual and desired conditions surrounding a program. Current program status, unmet program needs and opportunities, and problems preventing needs from being met and opportunities from being pursued are identified.
>
> Input evaluation: Seeks useful information for determining how to allocate limited resources to meet established or intended goals and objectives. The tying together of district structures (e.g., programs or services) with district resources (e.g., money, staff time, equipment and facilities) is integral.

Process evaluation: Detects differences between what was planned to occur and what is actually occurring; alteration of courses of action to meet the intent of the original design; documentation of events and procedures by recording what is occurring in relation to the planned course of action.

Product evaluation: Measures and interprets program outcomes from the perspective of the planned program goals and objectives as set forth in the context evaluation segment of the process.

"Strategic planning is a process and a discipline for facilitating the application of limited resources to competing needs in the context of a complex, changing organizational environment." Context and input evaluation are a large part of strategic planning.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

See prior section. Qualitative and quantitative data are used.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

This model is both formative and summative. It is intended for improvement and accountability.

District Mission Statement: "The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Program evaluation is to be used. Certain types of data are collected by the district's Department of Information Management. There is flexibility in how evaluation is carried out by school-based management teams.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

The district improvement plan has been developed by a district team. Other documents have been developed by other teams. "The district encourages initiative and planned change through the involvement of stakeholders." Additional building evaluation criteria are determined by the building management teams.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. What is the status of the current program(s) under review? What needs and opportunities have not yet been met? What is preventing accomplishment of the intended program goals (context evaluation)?

2. Are district resources being used to best accomplish intended goals and objectives (input evaluation)?

3. What is occurring in relation to the planned goals and objectives? What changes need to occur for the intended goals and objectives to be accomplished (process evaluation)?

4. What are the outcomes of the program(s) (product evaluation)?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Staff opinions of goal accomplishment, remaining needs, factors blocking accomplishment. (Student and community opinions may also be sought.)

2. Reports of actual resource allocations to different programs. Review of recommendations by building or district teams about what needs to be accomplished and how this might best be done.

3. Information from 1 and 2 above. Decisions about changes to implement. Building and district staff interaction is important.

4. Outcome measures, such as student academic performance (test scores and portfolios); demographic data; other, as determined by the building or district improvement teams.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

District/building/program profile information; progress against identified goals, objectives and action plans in the district/building/program improvement plans. Evaluation is to be built in to all strategic plans.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Restructuring documents dealing with district, school, and classroom improvement and accountability issues are

District Focus

Strategic Plan for 1989-91; District Improvement Plan for 1991-1992; 1990-91 Withdrawal Report; Program Evaluation (CIPP) model; Program Evaluation - Reading K-12 and Language Arts K-5

School Focus

School-Based Management (paper); Board Policy 330: Team Management; School-Based Management through Shared Decision Making (organizational plan); School Information Base (high school illustration); Framework for Effective Support Services

Classroom Focus

Framework for Effective Teaching

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Context, input, process, and product evaluations of programs are used to gather information for shared decision making by building-based management teams as well as district teams. Strategic planning efforts are operating throughout the district.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source On-Site School Assessment Plan (2nd Ed.)

Origin (Sponsor) District of Columbia Public Schools
1325 Independence Avenue, SE
Washington, DC 20003

Level(s): K-8

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

This model provides the plan for successfully carrying out the assessment of each school by providing every administrative level from the superintendent to the individual building principal with a means of assessing a building's performance and improving the school's future.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

This model's objective "is to promote excellence by providing a viable and comprehensive instructional program." The plan will give ". . . continued success, assessment, and improvement . . ." that lead ". . . to the attainment of knowledge, competencies, and skills."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context:	Instructional program, learning climate
Input:	Documentation provided by principal
Process:	Primary emphasis

Product: Some student achievement is addressed.

Qualitative analysis is primary.

On-site follow-up with continued support.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement , accountability, knowledge production, dissemination of good program practices

Formative and summative: Intended for ". . . seeking greater improvement."

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Very rigid: Guidelines to be followed
Flexible: Individuality of evaluators

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

1986: Division of Quality Assurance and Management Planning, presently the Office of Educational Accountability and Planning

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. To what extent is the school being assessed meeting expectations in the areas of instructional program, management, student attendance, learning climate, parent and community involvement?

2. What plans are in place for future improvement?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

For each expectation area a rating scale is used: below expectation, meeting expectation, exceeding expectation, and NA; there is also a documentation or comments section for each.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observation, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

1. Principal fills out self-study.
2. On-site assessment team visit, which includes observations, interviews with principal, classroom visitations. Assessment team must be familiar with district and local school educational plans.
3. Each school is to be assessed on a rotating basis at least once every 5 years in order of greatest need first.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

1. On-Site School Assessment Plan. (1988, November).

MOST DISTINCTIVE FEATURE (S)

What main points characterize this model?

Improvement through assessment of instructional program, management, student attendance, learning climate, and parent and community involvement.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source Assessment Program (Consortium Model)

Origin (Sponsor) Northeastern Educational Intermediate Unit #19;
Old Plank Road
Mayfield, PA 18433-1999

Level(s) Elementary; secondary (individual school)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

This model is intended for improvement. School effectiveness questionnaires and a visiting team review of criteria based on effective schools characteristics are completed.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Staff members complete a 100 item school effectiveness questionnaire (elementary or secondary) in which perceptions about presence of effective school factors are measured. Identified areas are safe/orderly environment, clear school mission, instructional leadership/decision making, high expectations, opportunity to learn and student time on task, frequent monitoring of student progress, and home-school relations.

A trained visitation team then assesses curriculum, instruction, and staff development. Guiding questions are given in the areas of curriculum organization; curriculum commitment to school district goals; instructional activities; student assessment program; physical learning facilities; curriculum development; climate for learning; administration and supervision of curriculum, instruction, and staff development; classroom and library instructional resources; guiding student learning; and subject area criteria. A match of questions between characteristics of effective schools and assessment areas is also provided.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context:	Effectiveness surveys for staff
Input:	Extent to which planning and performance indicators guide personnel and other resources; compliance with legal requirements
Product:	Student performance measures used

Qualitative analysis is used extensively (e.g., direct observation in classrooms; interviews with staff and community members, etc.). Quantitative data are also used in portions of the assessment process.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

This model is primarily formative and intended for improvement. Some summative information is used to guide the improvement efforts.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Many of the guiding questions for the visitation team are broad. It appears that there is flexibility in how visitation teams assess many of the identified areas of a particular school. Yes/no indications of compliance with legal requirements are mandated, however. All visitation team members must be trained, have 5 years of experience, be certified, and be recommended by their superintendents. Classroom observations and interviews are expected.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

It appears that the intermediate unit has established criteria from legal sources and effective schools research. The staff surveys used were adapted with permission from The Connecticut School Effectiveness Questionnaire and the Pennsylvania Effective Schools Inventory.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. What are the staff perceptions of their school in the areas of safe/orderly environment, clear school mission, instructional leadership/decision making, high expectations, opportunity to learn and student time on-task, frequent monitoring of student progress, and home school relations?

2. How does a visitation team assess the school practices in the areas listed in 1?

3. What strengths/weaknesses exist in the areas of curriculum organization; curriculum commitment to school district goals; instructional activities; student assessment program; physical learning facilities; curriculum development; climate for learning; administration and supervision of curriculum, instruction, and staff development; classroom and library instructional resources; guiding student learning; and subject area programs?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Results of staff survey regarding their perceptions of the school in the areas of effective school correlates.

2. Visitation team responses to guiding questions in areas listed in prior section.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Staff school effectiveness questionnaire (separate elementary and secondary versions); site visitation team; observations; interviews; examination of variety of school documents and student performance reports.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Northeastern Educational Intermediate Unit #19 Curriculum and Instruction Department. Curriculum, instruction, and staff development assessment program. Mayfield, PA: Author.

Northeastern Educational Intermediate Unit #19 Curriculum and Instruction Department. Elementary school effectiveness questionnaire. Mayfield, PA: Author.

Northeastern Educational Intermediate Unit #19 Curriculum and Instruction Department. Secondary school effectiveness questionnaire. Mayfield, PA: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

School effectiveness is assessed by a staff questionnaire and program review by a visitation team. School improvement is the primary focus.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source: Chapter 220: Milwaukee

Origin (Sponsor): Compact for Educational Opportunity:
City of Milwaukee
101 W. Pleasant Street, Suite 101
Milwaukee, WI 53212

Level(s): K-12

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Interdistrict school integration program where students apply for and get placed at schools of choice.

Mission is to "improve the quality of education and promote racial and cultural integration in education."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Case-control design for evaluating the effectiveness of the program.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Product: Student outcomes
Input: Students, parents, and teachers

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Mainly summative to this point, but formative in the sense that the program has yet to set its final direction. The model is intended for improvement and knowledge production.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid: The procedures for applying for voluntary transfer and the laws governing the district

Flexible: Student choice

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Compact for Educational Opportunity

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. What is the impact of the voluntary transfer program on academic growth over time?
2. What impact do specific instructional strategies and curricular activities have on the academic growth of transfer and resident students?
3. What impact do parental attitudes, expectations, and school-related behavior have on the academic growth of transfer and resident students?
4. What are the impacts of a student's expectations, perceptions, and motivations on his/her academic growth?

5. What is the impact of the voluntary transfer program on student interpersonal attitudes and interactions?

6. What is the impact of the voluntary transfer program on student participation in extracurricular activities?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

See evaluation questions above.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Interviews with students, parents, and teachers
Test scores of students in Milwaukee City Schools

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

1. Compact for Educational Opportunity. (May, 1989).

2. A Proposal to Evaluate Scholastic Gains in a City-Suburban Student Transfer Program: The Case of Milwaukee's Chapter 220 Program. (1990).

3. Chapter 220: Student Exchanges Between City and Suburb - The Milwaukee Experiences. (1978).

4. Milwaukee's City-Suburban Interdistrict Integration Program: A Review of the Student Application and Assignment Process. (1990).

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

The effectiveness of a voluntary suburban-intercity school of choice program is measured in terms of student academic growth, interpersonal attitudes and interactions, and participation in extracurricular activities. Parental attitudes are also evaluated.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source ____________________

Origin (Sponsor)
Omaha Public Schools
3215 Cuming Street
Omaha, NE 68131-2024

Level(s) All (every building on subject matter cycle)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Specific subject matter programs are evaluated by building on a 6-year cycle (i.e., math in first year, language arts and English core in second year, etc.).

"The Omaha Public Schools' Program Analysis and Evaluation Plan is a written appraisal designed to determine the effectiveness of the program, given available resources and district priorities. Specific criteria or standards of effectiveness are basic components used to evaluate each program and its support services."

The model was originally adapted from the Wisconsin School Evaluation Consortium model (Program Evaluation Through Self-study).

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Program effectiveness is assessed in three areas:

1. Program Intent - including review of the intent of the school system in relation to the program that is being evaluated; determination of the degree to which agreement has been reached in the school district relative to the philosophy, purpose, and expected learning outcomes for the program; and evaluation of possibilities for revising the intent of the program in future revisions.

2. Evidence of Program Success - including surveys of opinions from staff, parents, students, graduates of the school district, employers, and university staff; data about student performance; information about instruction and school events gathered by staff.

3. Evaluation and Judgment - "School and district-wide committees will weigh the evidence against the standards set for the program and will identify strengths, needs, and suggestions for improvement. Standards used will be program intent (philosophy, purpose, and expected learning outcomes) and Best Educational Practice Standards (BEPS) selected for the Program Analysis and Evaluation Process."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Qualitative and quantitative data are used (". . . Facts, figures, descriptions, and carefully collected opinions . . .").

Evaluation is intended to be process oriented, with additional input and product components.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

"Articulation and continual evaluation are necessary for educational systems to determine the extent to which goals are being accomplished. 'Educational excellence' continues to be a priority for the school district. The integration of program analysis with selection of textbooks, development of supportive curricular materials and ongoing identification of district priorities insures 'education excellence' for the School District of Omaha."

Intended for improvement and accountability; is formative and summative.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Quite rigid: Step-by-step process is defined; some latitude in how program strengths, program needs, suggestions for school improvement plans are identified.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

The district has adopted the "Best Educational Practice Standards." (Each program evaluation is to include an assessment of extent to which the program is meeting each cluster of standards.)

Program intent standards (philosophy, purpose, expected learning outcomes) are established by district committees.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. To what extent are the goals being accomplished in a specific subject discipline?

2. To what extent are the program intent standards and the "Best Educational Practice Standards" being met?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Program Intent - review of intent of program, philosophy, purpose, expected outcomes, recommendations for future revisions.

2. Evidence of Program Success - opinions of staff, parents, students, graduates of the school district, employers, and university staff; student performance data; information about instruction and school events gathered by staff.

3. Evaluation and Judgment - school and districtwide committees will weigh the evidence against the standards set for the program and identify strengths, needs, and suggestions for improvement.

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Self-Study, District/Building Profile Information

Sources of information are:

Districtwide surveys completed in September-October
Information collected from district databases and records
Information collected from staff in a school

Visitation team is used.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

School District of Omaha. Best educational practice standards. Omaha, NE: Author.

School District of Omaha. Six-year cycle. Omaha, NE: Author.

South High School. (1989-90). School summary report: Program analysis and evaluation (art). (Sample of report done by each building in specified subject disciplines each year. General directions are included.)

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

The Omaha Public Schools (and its individual schools) evaluate instructional programs on a 6-year cycle. Program intent, evidence of program success, and evaluation and judgment are examined. The process involves determination of the degree to which the district's "Best Educational Practice Standards" and the program's standards of intent are met. A variety of indicators are used.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	School Improvement
Origin (Sponsor)	Portland Public Schools 501 N. Dixon Street P.O. Box 3107 Portland, OR 97227
Level(s)	All (by individual school, cluster, and district)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Individual school improvement plans are developed and revised through a continuous process of needs assessment, evaluation of instructional programs, compliance with state requirements, implementation of improvement, staff development, reporting test results to the community, reporting to the Department of Education, and revision of plan. Extensive data are kept by the district on disaggregated test results "to support data-based decision making for improvement of instruction and instructional programs." Data are reported by each school, school cluster, and district.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

(See prior section.)

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Context:	Needs assessment
Input:	Meeting of state requirements
Process:	Ongoing school improvement efforts
Product:	Test results, interview findings

Much emphasis on quantitative data, but some qualitative evaluation also is included.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

This model is both formative and summative. It is intended for improvement and accountability.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Individual schools have flexibility in the development of their school improvement plans. However, there are steps they must follow: needs assessment, mission statement, goal statement, goal support activities, process to support change, evaluation. Fall to spring gains in reading, mathematics, and language usage are to be included in the report.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Legal requirements set by the state.

The format for planning and reporting is set by the district. Standards appear to be set both by central office personnel and by individual schools.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Are the school system and its individual schools meeting the legal requirements set forth by the state?
2. Is student achievement improving in reading, mathematics, language usage, and other areas?

3. What are the individual school improvement goals, subgoals, and plans for accomplishing these goals and subgoals? (Areas include educational effectiveness, communication, management, and fiscal effectiveness.)

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Checklist for legal requirements
2. Test results (Portland Achievement Level Tests)
3. Individual school improvement plans

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

1. District data collection (demographics, test results)
2. Self-study (against legal requirements)
3. External standardization visit (to confirm self-study results)
4. Review of school improvement plans; observations and interviews in schools

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Beck, J. W. (1990). School improvement plan format. Portland, OR: Portland Public Schools.

Hathaway, W. (1990). Materials for standardization visit. Portland, OR: Portland Public Schools.

Portland Public Schools. (1990, September). Progress report, 1989-90: Goals and objectives. Portland, OR: Author.

Portland Public Schools. (1991, May). Some key facts about student performance in the Portland Public Schools based upon our high standards and accurate measures. Portland, OR: Author. (10 year summary report).

Research and Evaluation Department (Walter Hathaway, Director). (1990). 1989-90 test results: Administrative reports. Portland, OR: Portland Public Schools.

Samples of Individual School Instructional Improvement Plans:

- Ball School (PK-5), 1989-90
- Clarendon School (K-5), 1987-88
- Vernon ECEC, School Improvement Plan (Revised 1990-91)

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Much disaggregated and aggregated data are used to guide instructional decisions. A school improvement process is ongoing in individual schools. An external Standardization Visitation Team confirms self-study findings.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Effective Schools Audit/Advisory Process; Indicators of School Effectiveness (Handbook)
Origin (Sponsor)	Prince George's County Public Schools 14201 School Lane Upper Marlboro, MD 20772
Level(s)	Middle & High Schools (This document says for middle/high schools; appears appropriate for elementary, too, and all schools are said to be involved in this.)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model? What is the most distinguishing feature?

The audit/advisory process includes compilation and analysis of data that support student achievement and participation indicators; completion of a staff survey focusing on school climate; writing of a preliminary staff report; on-site visitation by an Audit/Advisory Team including interviews of School Improvement Team and other staff members; and an exit report with school's performance on major "indicators of effectiveness," commendations for exemplary performance, and recommendations for future revisions of the school improvement plan.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"The initial Effective Schools Audit Process was designed to give schools input as to the degree to which the School Improvement Plan was being implemented. Emphasis . . . was on staff awareness and involvement, and the extent of implementation of the plan."

In its fifth year, ". . . The Audit Process has been updated to reflect the present advanced level of local school implementation. This revised Audit Process focuses on the indicators of school effectiveness, and requests schools to provide evidence of school effectiveness in terms of (1) student outcomes, (2) the presence/absence of correlates representing effective schools, and (3) the degree to which school based management supports the school improvement plan."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Product:	Student outcomes in achievement and participation
Context:	Survey of school climate
Process:	Ongoing school improvement efforts
Input:	Fulfilling effective schools correlates; also process and context

Quantitative and qualitative information included.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

"The School Improvement Process . . . has as its goal teaching for learning to achieve quality and equity for all students within the school system."

"The intent of the revised audit process is to:

1. Assist schools in examining the degree to which their school improvement efforts have established quality and equity within the school.

2. Identify ways in which the Effective Schools Process can help the school reach its goals.

3. Provide recommendations to the School Staff and the School Improvement Team/School Planning and Management Team for possible adjustments in the implementation process.

4. Serve as a Maryland School Performance Program."

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

June Criterion Referenced Test (CRT) performance levels are specified (70 percent) for all grade levels. Some data are to be reported (e.g., attendance rate, graduation rate, etc.). Evidence of presence of effective school correlates can be documented in a variety of ways.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Not stated. Much of this comes from Effective Schools Research, however.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. To what extent are achievement indicators and participation indicators reached in this school?
2. To what extent are effective schools correlates present or absent in this school?
3. To what extent is school-based management used in this school?
4. How do the student outcomes compare with the Standards for MSPP Data-Based Areas?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Indicators of school effectiveness (Student Outcomes)
    a. Achievement indicators - percentages of students at grade level in reading and mathematics whose June CRT results in reading and mathematics exceed 70 percent, promoted (elementary)

b. Achievement indicators - percent of students enrolled in Pre-Algebra and Algebra I in grades 7 & 8, in foreign language, receiving awards or recognition for academic growth, promoted, exceeding 70 percent on June CRT.

c. Achievement indicators - percent of students whose June CRT results exceed 70 percent, students enrolled in higher level courses over a 3 year period, students applying to postsecondary institutions, graduates receiving honors and awards, SAT results over 3 year period, students promoted, students passing functional test on first administration, students passing functional test by graduation.

d. Participation indicators - percentages of student attendance, teacher attendance, suspensions, expulsions, students receiving awards for making contributions to school and/or community (elementary and secondary).

e. Participation indicators - percent of students with a GPA of 2.0 or better, student participation in extracurricular activities, participation in PSAT and SAT testing opportunities, student dropouts (secondary only).

2. Evidence of presence or absence of effective schools correlates

   a. Strong instructional leadership

   b. Clear and focused mission

   c. Opportunity to learn and time on learning

   d. Frequent monitoring of student programs

   e. Positive school climate

   f. Positive home-school relations

3. Evidence of effective school-based management

   a. Plan for resources (time, staff, money, materials) to support school improvement goals

   b. Evidence of improved student outcomes

    c. Evidence that staff participated in decisions about allocation of resources

    d. Monitoring plan for expenditures

4. Outcome data against MSPP Standards

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Student outcomes report (student achievement and participation data); school profile packet; survey (instructional staff and support staff); preliminary staff report, site visitation team, exit report.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Prince George's County Public Schools. (1991, January). Effective schools audit/advisory process: Indicators of school effectiveness (Handbook: Middle and high schools). Prince George's County , MD: Author.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

A study of student achievement and participation outcomes, climate survey results, indicators of presence or absence of effective schools correlates, and evidence of effective site-based management is conducted. An audit team confirms the self-study and identifies areas in which school effectiveness is indicated; areas of exemplary performance; and suggestions for School Improvement Plan revisions. Follow-up is decided upon by the school staff and the Assistant Superintendent.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	
Origin (Sponsor)	Richland County School District One 1616 Richland Street Columbia, SC 29201
Level(s)	All; individual school

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Evaluation appears to be done at the individual building level. Measures of opinion about dimensions of the school are collected on surveys to teachers, classified personnel, students, and parents. Outcomes in the areas of student achievement, student attendance, teacher attendance, and student dropout rates (middle and high school) are assessed in the "School Effectiveness Outcomes Assessment."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

A comprehensive summary of a school's performance on specific outcome measures is compiled. Performance data are summarized in the areas of student achievement, student attendance, teacher attendance, and student dropout rates (middle and high schools).

In addition, attitudes of teachers, classified personnel, students, and teachers toward dimensions of the school are measured with surveys.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Product:	Outcomes areas of student achievement, student attendance, teacher attendance, student dropout rates
Context:	From survey information

Quantitative data are primarily used. Some qualitative material is addressed in surveys.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

"The School Effectiveness Outcomes Assessment report is designed to provide a comprehensive summary of a school's performance on available outcome measures." Used for summative judgments, accountability, and improvement.

Questionnaires to examine percent of positive responses of teachers, classified personnel, students, and parents appear to be intended to measure positive attitude toward different dimensions of the school.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

The model is rigid. Test instruments and criteria to meet status levels are defined. However, ". . . A school's group assignment under the South Carolina School grouping system is taken into consideration for setting standards."

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Not stated

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Does student achievement meet or exceed the minimum standard, or has improvement been shown since the prior year?
2. Does student attendance meet or exceed the minimum standard, or has increase been shown since the prior year?
3. Does teacher attendance meet or exceed the minimum standard, or has increase been shown since the prior year?
4. Has the student dropout rate (middle and high school) met standard, or has rate lowered since the prior year?
5. How positive are teacher, classified personnel, student, and parent opinions of (a) principal leadership, (b) student enthusiasm/academic emphasis, (c) high expectations, (d) school climate, (e) monitoring progress, (f) home-school relations?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Scale scores for school groups (grade levels) by subject area
2. Student attendance percentage (based on State Quality Assessment method (135 day report ADA/ADM)
3. Teacher attendance percentage
4. Dropout percentage rate calculated using State Quality Assessment method
5. Percent of positive responses for school and district on questionnaire items and clusters of items

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Performance achievement scores; school profile information on student and teacher attendance, and dropout r ; surveys to teachers, classified personnel, students, and parents.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Richland County School District One. (1990, October 26). School effectiveness outcomes assessment. Columbia, SC: Author.

Richland County School District One. (1990). Survey summary results for example schools. Columbia, SC Author. (H. S. Classified Personnel Results, Elementary Student Survey Results, Middle School Parent Survey Results, Teacher Survey Results.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Outcome indicators in student achievement, student attendance, teacher attendance, and dropout rate are compiled and compared against defined standards. Opinion surveys from teachers, classified personnel, students, and parents assess degree of positive response to several school dimensions.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Site-Based Management Program
Origin (Sponsor)	Rochester City School District 131 W. Broad Street Rochester, NY 14614
Level(s)	Elementary, middle, and secondary

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model? What is the most distinguishing feature?

School Based Planning Steering Committee deals with issues of instruction, student performance, and school environment/improvement. All decisions are binding if they are within the authority of the school.

"Team must prepare and implement an ANNUAL SCHOOL IMPROVEMENT PLAN for Improved Student Performance."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"Evaluation - describes the measures which will be used to determine outcomes based on goals."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Input:	From teachers, principals, parents, students, etc.
Outcome:	Quality education

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Formative: Setting goals for next year
Summative: Evaluation of past year(s) improvement plan(s)

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Rigid: Steering committee must have constituency consensus or proposal does not pass.

Flexible: Site planning is able to set specific requirements for each particular school.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Rochester School Board along with the District Superintendent

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Does the evaluation report accomplish all of last year's school improvement plan goals?

2. Are the needs of the particular school being met by this year's school improvement plan?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Evaluation report
2. School improvement plan

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observation, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Site-based planning team conducts a self-study each year and fills out an evaluation report.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

1. Annual Planning Cycle
2. Rochester City School District Site-Based Management Program Fact Sheet
3. School Accountability

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Site-based planning teams: teachers, administrators, parents, and students work together to improve their schools.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	Saginaw Successful Schools Project (S3P)
Origin (Sponsor)	School District of the City of Saginaw 500 Millard Saginaw, MI 48607
Level(s)	Elementary; secondary (district project, implemented to large extent in individual buildings)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

This project was begun in 1981-82 "to fit together all of the pieces of the puzzle" (i.e., assertive discipline, instructional theory into practice, programs for gifted and talented students, programs for academically disadvantaged students, zero base budgeting, etc.). The project is defined as a ". . . Comprehensive school improvement model."

"The total focus of the Saginaw Successful Schools Plan will be to consolidate all important aspects of education and focus all such efforts on the contribution that these make to improving instruction for children . . . all support systems within the district should form an infra-structure which contributes to instruction."

Ongoing evaluation is implied in the continuous revision of school improvement plans based upon needs assessments.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

1. Assess the extent to which we are adequately and properly addressing each factor or variable and thereby identify our needs.

2. Identify the resources (funds, personnel, time, program) to address each need.

3. Provide for formative and summative evaluation of progress.

Effectiveness of this project is being studied primarily by analyzing staff opinion and student performance (test scores).

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Mostly quantitative information is collected. Context (needs assessments), product, and process are addressed.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Formative and summative; intended primarily for improvement as well as accountability.

"We wish to bring about the following: equal educational opportunity for all students; a unified K-12 curriculum; an expanded basic skills curriculum that includes reading, mathematics, science, and social studies; consistent grade to grade expectations and appropriate objective referenced measures of them; and, policies of the Board of Education and administration that are constructed so that they focus all efforts toward improved instruction in light of the research base."

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

This model is flexible. Schools set their own goals and objectives for the most part. Evaluation of success can be done in a variety of ways.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

A 5-year plan developed by a 23-member task force of volunteers within the district. Members were "representative" of the district.

Evaluation of individual school plans appears to be done by that school's staff and central office staff.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. What is staff involvement in S3P project?
2. What areas need to be addressed to improve the schools in Saginaw?
3. Are students benefiting from the S3P project?
4. What are individual schools' plans for improving education?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

1. Number and percent of staff completing S3P Staff Commitment Survey (by level)
2. School Improvement Survey findings (communications/teamwork; administrator/teacher relations; school effectiveness; instructional effectiveness)
3. Priority need index of items from survey above (least need possible to greatest need possible; improvement shown when opinions move to "least need possible" end of scale)
4. Student achievement test scores
5. Existence of individual school improvement plans

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

School Improvement Survey (1-8 scale; items in areas of Teamwork and communication; administrator-teacher relations; school effectiveness; instructional effectiveness and levels of needs identified). Profile of level of commitment and involvement in each building by elementary, middle school, high school, special sites, and overall district. District profile: individual annual program plans; use of data to support decision making. Test Scores (MEAP, Norm-Referenced CAT)

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

School District of the City of Saginaw. (1986). Accent on achievement: Past, present, future. (Annual Report of the Superintendent, 1985-86.)

School District of the City of Saginaw. (1985). A description of the Saginaw Successful Schools Project.

School District of the City of Saginaw. (1988). Evidence that S3P is working. (List and overhead information).

School District of the City of Saginaw. (1985) Features of S3P.

School District of the City of Saginaw. (1983). Notes on the history and development of the Saginaw Successful Schools Project.

School District of the City of Saginaw. (1987, August). Saginaw successful schools project - Phase II: An outline for the next five years.

School improvement plan synopsis: Saginaw Successful Schools Project.

Saginaw's successful schools project: A plan for program improvement. (1982 draft)

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Evaluation of this project is primarily focused on staff perceptions of needs in four key areas and student achievement gains. School improvement has been a continuous process in the individual buildings of this district since 1982.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source	The Spring Branch Model for Increasing School Effectiveness Through More Campus-Based Decision Making
Origin (Sponsor)	Spring Branch Independent School District 955 Campbell Road Houston, TX 77024
Level(s)	All levels (individual schools)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

The school improvement plan is "a process at the application level, not a series of events." The process is based on effective schools research and correlates and involves much decision making at the individual campus level. ". . . The central office is at the bottom of the chart undergirding the work of the most strategic unit within the district--the school."

Central office, collaborative, and campus responsibilities are defined in the areas of personnel management, human resource development, budget, organization, curriculum, monitoring, climate marketing.

Three types of schools are contrasted on a continuum of least to most desired: custodial school, effective school, restructured school.

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

Evaluation is a three-stage process:

1. Preparation Stage: Development of staff awareness of effective schools; formation of Campus Improvement Team (CIT); clarification of roles/responsibilities of CIT.

2. Diagnosis Stage: Examine progress of district mission/adjust current Campus Improvement Plan (CIP); collect/examine/study four data sources.

3. Planning/Implementation Stage: Develop/create objectives/ activities; seek CIT consensus on CIP; solicit endorsement of CIP; implement CIP.

Data-driven, goal-oriented, objective-based processes for improvement are the focus.

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? Mixture? Qualitative or quantitative? Other?

Product (student achievement), Process, Context (needs/attitude assessments) are included. Qualitative and quantitative data are used for accountability and to make decisions about future plans.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

This model is both formative and summative. It is primarily used for improvement, but accountability is built into it (outcome measures).

Its stated purposes are (1) to increase the decisions about teaching and learning at each campus location; (2) to better align the work of central staff personnel so as to effectively support each campus leadership team; (3) to reduce the number of central office staff; and (4) to share the accountability for the performance of each student with the campus leadership teams and the district's central staff.

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

Three kinds of data are collected in the needs assessment process associated with effective school planning at each site: student achievement data, archival or historical data, survey data. These are specified. Additional data can be identified by the CIT. There is a mixture of rigidity and flexibility in the model.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Each Campus Improvement Team establishes its goals and objectives to fit effective schools correlates. At least part of the CIP must tie in with the district key improvement priorities.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. Are all students achieving?
2. What are the characteristics of the student and community population?
3. How do staff members feel about their school?
4. Other questions identified by specific schools.

Also, will a specific activity in the CIP become practice rather than an event? Is the activity important? Is the proposed activity consistent with effective schools research, principles, and practices?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

Student achievement data (disaggregated by socioeconomic status): norm-referenced tests, criterion-referenced tests, student retentions/placements by grade level

Disaggregated historical or archival data for analysis: suspensions, expulsions, dropouts, and attendance; student activities such as organizations, clubs, athletics; staff characteristics (professional growth, teacher evaluation results, faculty attendance); and parent involvement

Results of annual Survey of Effective School Correlates

Informal Data: Additional variables at individual campus schools (e.g., student or parent surveys and/or identification of common perceptions/problems/issues present at school).

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Development of campus improvement plan, compilation of data (student achievement, archival or historical data, survey data, other data specified by individual CIT), review of CIP progress.

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Guthrie, H., Mathews, G. S., & Wells, B. (1990, December). Increasing school effectiveness through more campus-based decision making: Restructuring our schools. Instructional Leader (Texas Elementary Principals and Supervisors Association), 3(6), 1-8.

Guthrie, H., Mathews, G. S., Youdan, D., Sumner, M., & Wells, B. (1989, June). Campus improvement planning: A systematic team approach. Instructional Leader (Texas Elementary Principals and Supervisors Association), 2(3), 1-9.

Guthrie, H., Mathews, G. S., Youdan, D., Sumner, M., & Wells, B. (1989, August). Part II: Campus improvement planning: A systematic team approach. Instructional Leader, 2(4), 1-10.

Spring Branch Independent School District. (1991, Spring). Survey of effective school correlates. (Adapted from the Connecticut School Questionnaire). Houston, TX: Author.

Spring Branch Independent School District. Together in Excellence (packet). Houston, TX: Author. (Includes charts, outline for data collection, annual planning cycle, description of the model, responsibilities of central office, central office and campus, and campus activities in various school functions, "A Developmental Staging Plan for Restructuring a School.")

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

Ongoing campus improvement efforts (cycle of preparing, diagnosing, and planning/implementation). Campus Improvement Teams develop Campus Improvement Plans for their schools. The plans address the district key improvement priorities as well as other areas identified by individual teams.

SCHOOL EVALUATION MODEL
PROFILE DATA FORM

Title or Source: Program Evaluation Through Self Study

Origin (Sponsor): Wisconsin School Evaluation Consortium (SEC)
University of Wisconsin-Madison
427 Education Bldg
100 Bascom Mall
Madison, WI 53706

Level(s): K-12; public, private, parochial (often whole district)

APPROACH

What is the model's pervasive orientation? What is the essence of the evaluation model?

Guidelines for carrying out a self-study are provided; local districts are advised to tailor their own evaluation processes to their districts. Strengths/weaknesses and recommendations for improvement/change result from the self-assessment. It is not intended for programs in formative stages. "The SEC process is an example of a change process and conducting self studies is a step in promoting evolutionary change in schools."

DEFINITION OF EVALUATION USED IN THE MODEL

How does the model implicitly or explicitly define evaluation?

"Evaluation as a change process . . . deciding to use an evaluation process indicates that an organization is committed to change." ". . . Evaluation produces better results when it is locally designed and owned." However, all should contain five features: (1) identified leadership, (2) a long-range plan, (3) identified self-study procedures, (4) carefully articulated roles; and (5) coordination of SEC activities with other district/school functions. Four purposes of evaluation: (a) measurement, (b) judgment, (c) description; (d) addressing informational needs. "Conducting an evaluation involves critically examining a program for its improvement. The process results in providing information about the program and promotes communication among those who care about, are interested in, or affected by the program of study."

EVALUATION TYPE(S)

Is model essentially Context, Input, Process, Product? Interactive or preordinate? mixture? Qualitative or quantitative? Other?

1. Qualitative and quantitative data collection are encouraged.
2. Evaluation is process oriented and interactive in nature.

PURPOSE

Is the evaluation model formative, summative, or both? Is the model intended for improvement, accountability, knowledge production, dissemination of good program practices?

Intended for improvement--formative and summative (but not intended for programs in formative stages; is intended primarily for in-place programs).

ALLOWANCE FOR INDIVIDUAL APPROACHES

To what extent is the model rigid or flexible in requiring specified criteria, procedures, instruments, evaluators?

This model is very flexible. People/organizations using the model are to design their own models within a broad framework defined in this manual.

SOURCE OF EVALUATION STANDARDS

Who establishes evaluation standards and criteria within the model?

Standards and criteria are locally determined. Professional organizations and state education departments are suggested as sources to use.

MAIN EVALUATION QUESTIONS

What are the main questions to be answered by the evaluation?

1. What is the description of the program (to establish program intent or describe select program factors)?

2. What is the focus of the self-study?

3. To what extent does this program meet or exceed chosen standards?

4. What actions should follow the self-study to improve the program?

EVALUATION VARIABLES

What indicators need to be assessed to address the evaluation questions?

There are six steps:

1. Program description
2. Purposes and selection of key questions
3. Gathering information
4. Analyzing information, developing conclusions, and communicating results
5. Auditing and maximizing results
6. Managing evaluation (in each step and overlaps)

MAIN EVALUATION METHODS USED IN THE MODEL

What are the core data collection methods, e.g., state-mandated information system, district profile, self-study, site visit team, community surveys, observations, interviews (board, superintendent, principal, management team, teachers), examination of financial books?

Self-study is the primary method used. "Procedures must be flexible so that program differences and reasons for conducting evaluation itself can be accommodated."

MANUALS, FORMS, INSTRUCTIONS

What is available for users and for others interested in reviewing the model?

Blasczyk, J., & Dirkx, J. (1989). Program evaluation through self study. Madison, WI: School Evaluation Consortium (University of Wisconsin - Madison).

Training materials on the managerial role of steering committees, alternatives to using the best educational practice standards, narrowing the scope of self-studies, limited and purposeful data collection based on key questions, alternatives to surveys, data analysis, and implementation of self-study findings are in manual and can be purchased separately as well.

The school evaluation consortium: A voluntary partnership for quality education programs. Pamphlet.

Two other manuals are referred to on second cycle planning.

MOST DISTINCTIVE FEATURE(S)

What main points characterize this model?

The purpose of this model is to assist SEC members, especially those who serve on program committees, when conducting program evaluations through self-study. "Group is involved in an evolving process." "Evaluation is a change process." A long-range evaluation plan is established and carried out; an action plan results after recommendations are audited; assistance is available through SEC consultants and others (by choice of district). Each consortium member has an assigned field consultant. Numerous training events are conducted for members.